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ABSTRACT

This guide is designed as an aid to the teacher in using the student manual titled "Food Service" and an accompanying language workbook (see related note), all of which are intended for use with deaf students in their vocational preparation for a food service occupation. Eleven units are included, with each unit containing from three to eleven lessons. The lessons correspond in each case to those in the student manual. Key points in each of the lessons are listed and an explanation of why these points are important is included. Several class activities are also given for each lesson. The eleven units cover the following areas: orientation to the food service worker, dining room instructions, kitchen instructions, safety rules, food portioning practices, meal service practices, the use and care of equipment, special helps for food preparation, dessert preparation, salad preparation, and sandwich preparation. The majority of the guide is comprised of masters for overhead transparencies which correspond to the units. An equipment list, additional references, and evaluation sheets are also included. (SH)

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION

FOOD SERVICE

TEACHERS GUIDE

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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10 SEMINARY PLACE

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INTRODUCTION TO THE TEACHER'S GUIDE

This guide has been prepared as an aid to the teacher in using the student manual entitled FOOD SERVICE. The lessons in the teacher's guide correspond in each case to those in the student manual.

Before presenting any lesson in a unit, it is suggested that the teacher be familiar with the entire unit. The teacher's guide lists the key points of each lesson and explains why these points are important. The teacher's guide is meant to broaden the teacher's knowledge of the subject under discussion. Several class activities are also given for each lesson; however, class activities need not be limited to those suggested. The type of food service and the abilities of the students will determine what and how many class activities are to be performed.

When teaching the deaf student, it is extremely important to make the lessons as visual as possible. Often a limited reading ability makes comprehension of written material impossible. Skills must be demonstrated by the teacher, then repeated by the student. It is the teacher's reponsibility to observe performance at all times and correct where necessary. Good working habits must be instilled in the student from the very beginning. Safety and sanitary work habits are prime goals in teaching food handling. The student must be shown the importance of these goals and encouraged to achieve them.

Throughout the guide, visual aids and references are given. Complete lists of visual aids, references, equipment, and a set of masters for transparencies appear in the back of this book.

USE OF THE TRANSPARENCIES

The overhead projector has given a new dimension to teaching the deaf. The teacher can present visual materials in such a way as to greatly enhance written material such as the student manual.

Masters for a set of transparencies are included in this guide. They have been prepared for use with the student manual; they cover important topics discussed in each unit and also add information to some units. The transparencies are numbered in the upper left-hand corners. Overlays have been prepared for each; these are numbered in the lower corners.

In most instances it will heighten the effect of the transparency if portions of it are in some color other than black. For example, the original of Transparency 1, "The Food Service Worker," could well be in black. Overlay 1 might be in red, and Overlay 2 in green. Those teachers who have access to equipment providing for color in transparencies will undoubtedly wish to employ color as much as possible. Many schools, however, lack this equipment. In this case, all originals and overlays will of necessity be in black. They will still add tremendously to the students' understanding of the material.

A brief description of each transparency is given below. Some color suggestions are also included.

1. The Food Service Worker

   Use the original in discussing the Food Service Worker. Overlay 1 can then be used to point out the rules for proper dress. Overlay 2 shows the improper dress. Have students point out things that are wrong on overlay 2.
   (Original black; overlay 1 red; overlay 2 green.)

2. Handwashing

Use to stress the importance of clean hands. Overlays 1 and 2 show when it is necessary to wash hands.
(Original red; 0-1 blue; 0-2 green.)

3. Setting the Table

Use to emphasize the proper placement of dishes, glassware, and flatware, when setting the table.
(Original black; 0-1 green; 0-2 red; 0-3 blue; 0-4 black.)

4. Temperature

Use to help the student better understand hot and cold foods. Overlay 2 also includes refrigerator and freezer readings. Use this transparency when discussing cold food and refrigeration throughout the manual.
(Original black; 0-1 red; 0-2 green; 0-3 blue.)

5, 6. Small Equipment (2 transparencies)

Use this set of transparencies with the overlays to teach the students names of small pieces of equipment; then the overlays can be removed to test students' knowledge.
(Originals and overlays black.)

7. Moving Safely

Use throughout Unit IV to discuss movement. Mask out movements not being discussed by covering them with a paper or card.
(Original blue. Overlay is not a true overlay, but should be fixed on top of the original, so that in effect both will act as one transparency. It is suggested that this "integral" overlay be in red.)

8. Tools to Portion Food

Use with the overlay to discuss tools used to portion food. Later test students by removing the overlay and asking students to name the tools.
(Original black; tool overlay - integral with original - red; 0-1 black.)

9. Meal Service

Use overlay 1 to show how the table will look when the guest comes to the dining room. Add overlay 2 to show the main meal. Remove overlays 1 and 2, and add overlay 3 to show dessert service.
(Original black; 0-1 green; 0-2 red; 0-3 blue.)

10. Large Equipment Safety

Use overlay 1 to show the safety devices on the food slicer and food chopper. Use overlay 2 to caution students against burns.
(Original black; 0-1 blue with its own integral overlay red; 0-2 blue with its own integral overlay red.)

11. Weighing Food on a Scale

Use overlay 1 to show ounces. Use overlay 2 to show pounds. Put overlay 2 over overlay 1 to make comparisons between ounces and pounds. (Original black; 0-1 red; 0-2 green.)

12. Measures

Present the cup, then continue to add each overlay to show the relationship of cups, pints, quarts, and gallons. Any one measure can be related to the cup by eliminating the other overlays. The cup was selected as a basis, because it is the one measure most familiar. (Original black; 0-1 green; 0-2 red; 0-3 blue; 0-4 black.)

13. Following a Recipe

Use to emphasize the rules the student should follow when using a recipe.
(Original blue; 0-1 black; 0-2 red; 0-3 green.)

14. Tasting Food

Use to present the steps which must be followed when tasting any food after it has been prepared and before it is served.
(Original black; 0-1 blue; 0-2 green.)

15. Dessert Preparation

Use throughout Unit IX to help define preparation terms. Mask out terms not being discussed at a particular time.
(Original blue; integral overlay red.)

16. Knife Safety

Use before students use any knives to stress the importance of using a cutting board. Use overlay 2 to illustrate the correct method for cleaning.
(Original black; 0-1 green; 0-2 red.)

17. Salad Preparation

Use throughout Unit X to help define preparation terms. Mask out terms not being discussed.
(Original black; integral overlay red.)

18. Garnishes

Use to introduce the term "garnish" and illustrate various kinds of vegetable garnishes.
(Original black.)

19. Greens

Use with the overlay to aid in learning the names of greens and without the overlay for testing.
(Original green; 0-1 black.)

20. Building a Sandwich

Use as a guide in the discussion of Lesson 1, Unit XI.
(Original black; 0-1 blue; 0-2 red; 0-3 green; 0-4 black.)

21. Making Sandwiches

Use to show each worker's responsibility in the assembly-line method of making sandwiches.
(Original black; 0-1 green; 0-2 red; 0-3 blue.)

UNIT I - THE FOOD SERVICE WORKER

Lesson 1 - The Work of a Food Service Worker

Objective: To see what work a Food Service Worker must do.

Key Points:

1. The Food Service Worker is very important.

Many times the food-service employee is made to feel that she has the least important job in her particular institution. These employees are often the least skilled; they are looked upon as less important.

This is not true. People consider mealtime a very important part of their day, and food is essential for good health. Therefore, the food service worker who helps to provide this food is important and needs to realize and understand her importance.

2. To make food ready for people to eat is to PREPARE food.

"Prepare" and "preparation" are common terms used in most food-service operations. These terms are new to deaf students and must be defined. To make food ready for people to eat is easily understood, if related to the washing, cutting, cooking, or mixing of such things as fruits and vegetables.

3. To put food on the table for someone to eat is to SERVE food.

Like "prepare," "serve" and "service" are new terms. They must be explained. When will the students serve food? Where will they serve food? To whom will they serve food?

4. The food-service worker also sets tables, ... takes dirty dishes off the tables, ... washes and dries tables.

Not only do food-service workers help prepare and serve foods, but they must also perform various other duties. These duties are just as important and essential as preparation and service. If tables are not cleaned and set, food cannot be served.

Class Activities:

1. Tour the kitchen and dining-room areas. Relate food preparation and service in these areas.

2. Show pictures of food-service workers. These pictures can be taken from magazines or from books on food preparation and service. Discuss what area (kitchen or dining room) these workers are in and what work they are doing.

3. Show the filmstrip, "New Horizons In Food Service Careers."

UNIT I - THE FOOD SERVICE WORKER

Lesson 2 - Rules a Food Service Worker follows.

Objective: To learn the rules all Food Service Workers must follow.

Key Points:

1. All Food Service Workers must be clean and neat.

The importance of cleanliness cannot be over-emphasized. Sanitary food preparation and services are dependent upon clean personnel with clean habits. Unsanitary personal habits as well as careless personal hygiene can easily lead to food contamination.

2. There are certain rules you must follow.

Rules and regulations as to dress for food-service personnel are standard. State and local health departments establish codes which are standard for all food-service establishments. These codes dictate uniforms, hairnets (caps for men), and aprons for all employees.

Explain the policies of your particular department as to uniforms. Must the individual furnish and clean her own uniform? Is there a laundry available? What hours is it open, and what procedure are the employees to follow in its use?

For example, at the Katzenbach School, each student is provided with two uniforms. The students are responsible for washing and ironing their uniforms. A uniform may be worn two days provided the student has not gotten it excessively soiled on the first day.

Uniforms are to be worn only at work – not at home or to and from work. Wearing a uniform away from work makes it unclean. This unclean uniform can then contaminate food, if worn at work.

A hairnet (caps for men) is always required in food-service work. The use of a hairnet prevents hair from falling into food or onto food-contact surfaces. Everyone loses hair; this cannot be prevented; therefore, hairnets must be worn. Explain that hair in food is extremely unappetizing and unclean. It is everyone's responsibility to prevent this from happening by wearing a hairnet.

Aprons are nearly always provided for a food-service worker. The use of an apron protects the uniform from excessive soil. It is easily changed should it become dirty, and it helps to keep the food-service worker looking fresh and clean.

Class Activities:

1. Use Transparency 1 and overlay 1 to emphasize the rules discussed in this lesson.

2. The students must practice these rules daily.

3. Have the class participate in a discussion on the proper steps for washing and ironing their uniforms. List the steps on the chalkboard. Ask the students to copy the steps in their notebooks.

UNIT I - THE FOOD SERVICE WORKER

Lesson 3 - A Clean Food Service Worker.

Objective: To learn why it is important to be a clean Food Service Worker.

In Lesson 2, the student learned that all Food Service Workers must be clean and neat. In this lesson she must learn why it is important to be a clean worker.

Key Points:

1. "Bacteria" is another name for "germs."

Students are familiar with the term "germs." "Bacteria" is a more common term used in food service, however. Because bacteria cannot be seen, it is important that students realize that they do exist. The microscope is a tool which can be used to see forms of bacteria. This is one way we know they exist.

2. Bacteria can make people very sick.

Infectious diseases are caused by the spread of harmful bacteria. Uncleanliness in the area of food service produces infection of food, which in turn leads to the infection of the persons who eat the food.

3. The Food Service Worker must be clean himself.

Cleanliness is the major weapon in preventing the spread of harmful bacteria. The personal hygiene of the Food Service Worker is a vital link in the prevention of food-borne infections. The lessons to follow will explain personal hygiene measures which must be carefully followed.

Class Activities:

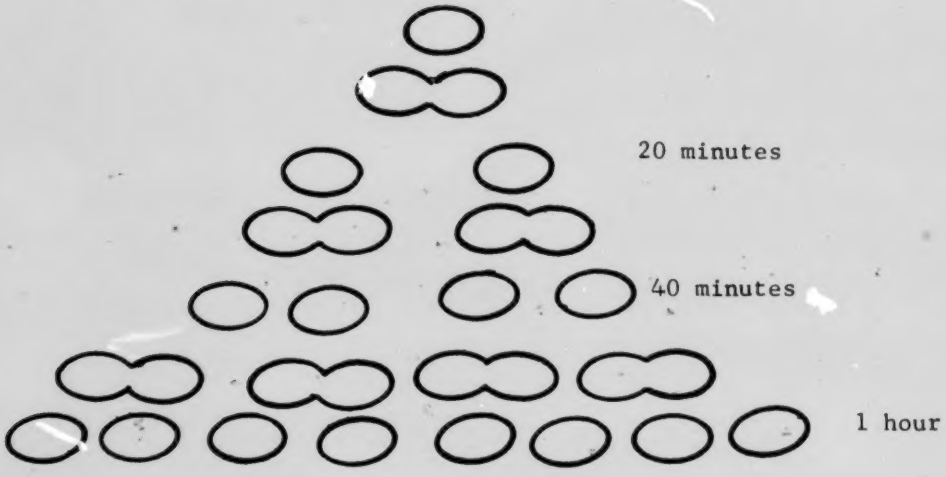
1. Obtain a microscope from the Science Department. Explain to the students how the microscope helps us to see bacteria.

2. Prepare cultures using students' hair, fingerprints, or contaminated food. Let each student see the results under the microscope.

3. An excellent set of slides on bacteria and infection---Food Handlers Training---is available from the Missouri Division of Health. These slides provide excellent examples of bacteria to help the student better understand the term.

4. Show the class how bacteria divide and multiply. Use the chalkboard to show how one bacterium can grow into two in only 20 minutes, and how many there will be in just 1 hour; in 1 day.

GROWTH OF BACTERIA



In one day, one bacterium can multiply into 35,125,000,000,000.

UNIT I - THE FOOD SERVICE WORKER

Lesson 4 - How To Wash Your Hands.

Objective: To learn how to wash your hands before you start to work.

Key Points:

1. You must have clean hands.

One of the most effective ways to curb the spread of bacteria is frequent thorough handwashing. A Food Service Worker is constantly in contact with food and utensils which hold food that will eventually be eaten by others. Hands must be washed before starting work and after visiting the toilet or at any other time when hands become soiled or contaminated.

Use Transparency 2 to emphasize times when hands should be washed thoroughly.

2. You should wash your hands like this.

Explain first that there is one special sink in the kitchen where hands are to be washed. Hands should not be washed in other sinks, because these are only for food or dishes.

Demonstrate the correct procedure for hand washing as illustrated in the student manual. Stress the use of very hot water. Cold water does not kill germs. Running water washes dirt and bacteria away. It is not trapped in the sink and spread back onto hands and arms. Soap must be used to kill bacteria. A brush helps to remove soil and clean under fingernails. Dry hands with a paper towel. Paper towels are used only once, then thrown away, so no germs will be spread. Rinse hands thoroughly. Use no soap, only water.

Class Activities:

1. While explaining the steps in hand washing, show Transparency 2-3, "Procedure for Handwashing," from the series TRAINING THE FOOD SERVICE WORKER, Hospital Research and Educational Trust.

2. Have each student repeat the demonstration. Observe and correct.

UNIT I - THE FOOD SERVICE WORKER

Lesson 5 - Personal Cleanliness

Objective: To learn how to be a clean Food Service Worker.

Key Points:

1. Personal cleanliness means to be clean yourself.

If safe, wholesome food is to be provided, high standards of personal hygiene and sanitary work habits must be instilled in and maintained by the Food Service employee. Each employee must be responsible for maintaining her own good health, grooming, and manners.

Bodily cleanliness.
A warm, cleansing bath should be taken daily. Strongly scented soaps and perfumes must be avoided, for they may be offensive to others. A deodorant should be used and undergarments changed daily.

Hands must be washed frequently.
Fingernails should be medium long. They will be less easily broken and easier to clean than long nails. No polish should be worn on the nails, because it is easily chipped or may peel.

Jewelry, except for a watch and a wedding ring, is not appropriate with uniforms. Earrings, necklaces, bracelets, and brooches should not be worn.

Hair should be clean.
Regular shampooing and brushing will help to keep the hair clean and shining. Women should wear their hair in simple styles; if hair is long, it should be worn pulled back from the face, and should not fall below the collar of the uniform. Always wear a hairnet while working.

Good posture is not only important for a nice appearance, but also to prevent fatigue. Shoulders should be held erect, chest up, and abdomen flat.

Teeth should be brushed at least twice a day---in the morning and at night. A bright smile and clean breath are important for every food-service employee.

Carefully fitted, well-kept shoes are imperative. The employee is on her feet most of the day; shoes that do not fit well cause pain and fatigue. Stockings must be worn to prevent excessive rubbing and perspiring of the foot in the shoe. Stockings should be a suitable color and type to harmonize with the uniform. Stockings should be washed after each day's wearing.

Makeup should be applied sparingly. Excessive makeup will not withstand the heat of a kitchen.

Class Activities:

1. Use Transparency 1, "The Food Service Worker," to emphasize the points of this lesson as it is discussed.

2. Have two students demonstrate good and poor posture.

3. Help students to prepare a checklist of personal cleanliness rules. Mark the list every day for one week. This will help to strengthen their awareness of these personal health habits.

UNIT I - THE FOOD SERVICE WORKER

Lesson 6 - The Food Service Worker Stops the Spread of Bacteria

Objective: To learn how Food Service Workers can stop the spread of bacteria.

Key Points:

We must stop the spread of bacteria.

Again it is important to stress that every worker is responsible for stopping bacteria by practicing clean personal habits.

When a person smokes, she gets saliva on her fingers from the cigarette, which she then transfers to food. The smoker also risks getting ashes in the food, if she smokes while working. Smoking on the job must be prohibited. "No Smoking" signs are posted in the preparation and service areas. Point out these signs.

Chewing gum looks bad and is not a desirable habit for food-service workers. Students must not chew gum in class.

One should never comb her hair in the kitchen or dining room. Combing the hair causes loose hair to come out and it may fall into the food or onto food-contact areas.

Talking, coughing, or sneezing over food may cause contamination, because droplets from the mouth or nose may fall upon the food. Never sneeze or cough into a towel. Cover the mouth and nose with a disposable tissue if you must cough, sneeze, or spit. Throw the tissue into a covered container and wash your hands at once.

Open sores, cuts, or boils on hands can also transfer bacteria to food. Sores must be covered and should not be brought into contact with food.

Class Activities:

1. Use Transparency 2-2, overlay 1, "Bacteria: Growth and Preventing Spread," from the series TRAINING THE FOOD SERVICE WORKER. Review our Transparency 2, Handwashing.

2. Discuss the booklet, "48 Ways To Foil Food Infection."

3. Present newspaper and/or magazine clippings reporting incidents of food poisoning.

UNIT II - THE DINING ROOM

Lesson 1 - Things We Use To Set the Table

Objective: To learn the names of dishes and glassware we use to set the table.

Key Points:

1. We must know the names of dishes we will use to set the table.

   In order that the student can set the table correctly and serve food properly, she must know the names and uses of all the dishes used in serving.

   Actual dishes should be used to make the lesson meaningful. The name of each piece should be written on the chalkboard as well as its use or uses.

2. GLASSWARE means all the glasses used at the table.

   "Glassware" is a new term. The kinds of glasses and their uses need to be explained. It is important that the student see actual pieces of glassware.

   Students need to know that both dishes and glassware come in other forms than those used in class. Plastic and china dishes may look different, but the names and uses of the pieces will be the same.

Class Activities:

1. Ask students to identify dishes and glassware. Stress pronunciation.

2. Display the dishes and glassware on a hook 'n' loop board, bulletin board, or table. Place a number on each piece. Ask the students to write the name of each piece.

3. Make a list on the chalkboard of food-uses for various dishes. Ask the students to write the name of the dish or glass that is best for each use.

4. Bring the students into the kitchen to show them where the dishes and glassware are kept.

UNIT II - THE DINING ROOM

Lesson 2 - Holding Dishes and Glassware

Objective: To learn how to hold dishes and glassware.

Key Points:

1. There are certain ways to hold dishes and glassware.

   To prevent the contamination of clean, sanitized dishes, they must be properly handled. Care must be taken not to leave fingerprints on glassware or dishes.

   People will be eating food from these pieces. Every precaution must be taken to keep them clean. It should not be necessary for someone to wipe a plate or glass before using it.

2. Hold plates by the rims.
   Never put your thumb or fingers in the center of the plate.

3. Hold cups by the handles.

4. Hold bowls by the sides.

5. Hold glassware by or near the bottoms.

   Demonstrate how each piece should be held. Stress that putting fingers in the cup, bowl, or glass will make it unclean. Although hands may look clean, one must remember that there is always a danger of touching something unclean and spreading germs. Therefore, always hold dishes and glasses properly.

Class Activities:

1. Use Transparency 2-2, overlay 2, from the series TRAINING THE FOOD SERVICE WORKER.

2. Have students practice picking up and holding dishes and glassware.

UNIT II - THE DINING ROOM

Lesson 3 - Flatware

Objective: To learn about flatware

Key Point:

FLATWARE is another name for all the knives, forks, and spoons used at the table.

Major emphasis in this lesson is the identity of pieces of flatware and their use. The student has previously learned the names of dishes and glassware used to set the table; now she needs to know about flatware.

Flatware is for table use only. Use of flatware as screwdrivers, can openers, and in other ways is unsanitary and unsafe. These uses also result in bent and damaged tableware, which is unsightly. When setting the table, flatware should be checked---no piece should be used that is bent, dirty, or water-spotted.

Because "silverware" and "silver" are common terms, it is necessary to introduce these terms at this time.

Class Activities:

1. Ask students to identify pieces of flatware. Stress pronunciation.
2. Take the students into the kitchen to show them where flatware is stored.
3. Display the different pieces of flatware on the hook 'n' loop board.

UNIT II - THE DINING ROOM

Lesson 4 - Holding Flatware

Objective: To learn how to hold flatware.

Key Point:

Always hold flatware by the HANDLES.

Flatware comes into direct contact with food and the mouth. Although the worker may feel her hands are clean, it must be remembered that in handling dishes and items that others have handled, her hands have become germ carriers.

Care is taken by those who wash and sanitize flatware to make certain it is clean and safe. It is the food-service worker's responsibility to maintain this cleanliness in getting the flatware onto the table.

Class Activities:

1. Practice picking up and holding flatware in the correct manner.
2. Ask students to identify the parts of a knife, fork, and spoon. Stress the handle on each piece.
3. Take the students to the dining room and demonstrate how flatware is to be held and placed on the table. Both hands should be used to save time and energy. Encourage students to lay both the knife and spoon at the same time, using one coordinated motion of the arms.

UNIT II - THE DINING ROOM

Lesson 5 - Napkins

Objective: To learn about napkins used on the table.

Key Points:

1. A NAPKIN is a piece of paper or cloth used to keep the mouth clean when you eat.

   Clean, neatly folded napkins are a must in any type of food service. Every person must be given a napkin, and the napkin must be clean. A napkin should never be used for more than one person. Even if it appears unused, it must be changed before another guest is served. Napkins are <u>not</u> dish cloths, towels, mops, or handkerchiefs, and should not be used in such ways. Any napkin that falls on the floor is <u>dirty</u>.

   The type of food service and its policies will determine if cloth or paper napkins are to be used.

2. We must learn to FOLD cloth napkins.

   When cloth napkins are used, care must be taken to see that they have been properly laundered; that no stains are present; and that they are not worn, torn, or holey.

   A cloth napkin which is improperly folded can look used and dirty. Demonstrate the proper method of folding napkins. Care must be taken to see that edges are even and flat. Stress pressing the folds to make them look flat and neat.

   When folding napkins, the rules of personal cleanliness must be remembered. Be certain hands are clean; keep hands from hair, nose, and mouth; never cough or sneeze over or into napkins.

Class Activities:

1. Demonstrate how napkins should be folded and stacked. Have each student fold napkins. Carefully check the way each does her work. Correct and guide as necessary.

2. Show students where and how cloth napkins are to be stored.

3. Show students where paper napkins are kept.

UNIT II - THE DINING ROOM

Lesson 6 - The Menu

Objective: To learn about the menu.

Key Points:

1. The MENU is a list of foods to be served at one meal.

   The menu has been carefully planned by a dietitian or manager. All the foods included in the menu have been ordered and planned. It is the responsibility of every worker to follow the menu just as it is written. No food-service worker has the authority to change the menu. If there is a question about any part of the menu, the supervisor must be consulted.

   In setting tables, the menu will determine what dishes, glassware, and flatware will be needed. The menu will also determine condiments and accompaniments for the meal.

2. A menu looks like this.

   Every organization has a menu which is unique. Care must be taken to explain in detail how the menu that the students are to follow is to be used.

   The menu shown in the student manual is very basic. Everyone eating in this dining room would eat the same thing; there is no choice of foods. Many food-service organizations would have a much more complicated menu.

Class Activities:

1. Using your institution's menu, carefully explain every part. Question the students to make certain they understand how the menu is to be followed.

2. Ask students to determine what dishes, glassware, and flatware will be needed for particular meals for which you show them menus.

3. Show the students the bulletin board or area where the menu is posted.

UNIT II - THE DINING ROOM

Lesson 7 - The Work Schedule

Objective: To learn about the work schedule.

Key Points:

1. The WORK SCHEDULE tells you what work you are to do.

   In food services, written work schedules are often given to each new employee as a guide to his duties. These guides will vary with the size and purpose of the department. Permanent work schedules may be developed for a particular work station as a means of coordinating the overall work of the department. Daily work schedules may be used in smaller departments where only a few employees complete many tasks.

   In a teaching situation, daily or weekly work schedules provide a variety of learning experiences for each student. They also require the student to study the schedule and in this way familiarize her with terms.

2. The work schedule looks like this.

   Discuss the schedule in the student manual; also discuss the work schedule which the students will be expected to follow. Explain that each student is responsible for completing her work according to the work schedule. Every person must do her part, so that food will be prepared and served as it should be and at the time it is meant to be served.

   Where will the work schedule be posted? The schedule should be posted on a bulletin board in the classroom, if possible. Before students begin their work, discuss the work schedule to be certain each understands her duties for the day.

Class Activities:

1. Have each student make a list of her duties for the day, using the work schedule. Use the overhead projector or the chalkboard to present the day's schedule.

2. Show students examples of permanent work schedules. Discuss these work schedules.

3. Job descriptions may be introduced in this lesson. One method might be to type, on 5"x7" cards, instructions for each task listed on the work schedule. To avoid confusion, tell the students that these cards tell them how to do their work, rather than introducing the term "job description."

Below is an example.

To Set the Tables

1. Check the tables to be certain they are clean.

2. Use a wet cloth to wipe any spots from each centerpiece.

3. Place all the dishes you will need on a large cart.

4. Place dishes on each table.

5. Next, place all the flatware needed on each table. Be certain to use both hands when laying flatware on the table. Keep the cart near to where you are working.

6. Last, place glasses on each table. Be certain not to touch the top of any glass.

7. When all the tables are set, you must check each table to be certain nothing is missing.

8. Put all the extra glasses, flatware, and dishes in the kitchen. Cover the extra things with clean cloths.

UNIT II - THE DINING ROOM

Lesson 8 - The Cover

Objective: To learn about the cover.

Before discussing the cover, it is good to review the dishes, glassware, flatware, and napkins. This refreshes the students' knowledge of separate items and will help her in understanding the cover.

Key Points:

1. All the flatware, dishes, glassware, and napkins used by one person at the table is the COVER.

An imaginary line may be drawn on a table to determine the area of about 24" x 15" which will encompass the cover. Every cover for a particular meal will look the same. To determine what flatware, dishes, glassware, and napkins are needed at each cover, the student must first check the menu.

2. The cover will look like this:

Discuss the cover pictured in the student manual. Ask the students to identify the individual pieces that make up the cover. Basically all covers are patterned as pictured. More details as to individual placement is given in the lessons to follow.

Class Activities:

1. Use the hook 'n' loop board to set a sample cover.

2. Take the students into the dining room. Determine where the cover should be on one of the tables and have students set that cover.

UNIT II - THE DINING ROOM

Lesson 9 - How To Set Each Cover

Objective: To learn where the dishes, glassware, and flatware should be placed at each cover.

Key Points:

1. The dinner plate is placed 1 inch from the edge of the table.

Although the dinner plate is not always placed on the table at the time it is set, it is preferable to do so when teaching correct placement. This helps the student to see the space that must be allowed for it. It also provides an opportunity for the teacher to stress that the plate should be placed 1 inch from the edge of the table --- not hanging <u>over</u> the edge or in the middle of the table.

2. The knife is placed to the right of the dinner plate.

The blade (cutting edge) of the knife should be toward the plate. The knife is 1 inch from the edge of the table; it is straight up and down, not tilted. Never touch the blade of the knife; always hold it by the handle.

3. The teaspoon is placed to the right of the knife.

The bowls of spoons are always turned up. The bowl of a spoon should never be wiped with an apron or a napkin. The spoon should be placed 1 inch from the edge of the table. Use the proper spoon in the proper place---never use a soup spoon where a teaspoon is proper; never use a tablespoon in place of a teaspoon.

4. The fork is placed to the left of the dinner plate.

The tines of the fork must be pointed upward. When more than one fork is needed, place the salad or dessert forks at the left of the plate arranged so that the fork to be used first is farthest from the plate.

Always check all pieces of flatware to make certain they are spotlessly clean. Return all dirty flatware to the dishwasher. Flatware should never be wiped with a towel, apron, or napkin. It <u>must</u> be washed again.

5. The napkin is placed at the left of the fork.

The folded napkin is placed at the left of the fork or forks and about 1 inch from the front edge of the table. The open corner of the napkin should be at the lower right. At formal dinners, when a service plate is used, the napkin may be folded and placed on the service plate.

6. The water or milk glass goes at the top of the knife.

The water or milk glass is placed at the right of the cover, immediately above the point of the knife. The glass should not rest on the point of the knife - allow 1 inch between the point of the knife and the glass.

7. The cup and saucer should be put at the right of the teaspoon.

The cup should be even with the bowl of the teaspoon and the handle of the cup should turn slightly toward the edge of the table.

Bread and butter plates, if used, are placed above the forks. When salad is served with the main course, the salad plate is placed to the left of the forks. Vegetable dishes that hold the hot vegetable are placed to the right of the bread and butter plate, above the dinner plate.

Class Activities:

1. Follow through each step of this lesson using Transparency 3, "Setting the Table."

2. Have students practice setting the table.

3. Have students use the 1-inch drawing in the student manual to measure one inch on their thumbs. In this way, they can use their thumb as a measure when placing the dinner plate, napkin, and flatware on the table.

UNIT II - THE DINING ROOM

Lesson 10 - Setting Many Tables

Objective: To learn how to set many tables in a big dining room.

Key Points:

1. You must learn to set tables quickly and very neatly.

   Food service employees are busy people. They have much work to do between meals. One of their jobs is to set the tables. If an employee works very slowly, she may not finish in time for the next meal. If she is sloppy in her work, she will need to take extra time to correct her work.

2. You will save time and steps if you follow these rules.

   Tables must be clean.

   Putting clean dishes on a dirty table means wasted time and unsanitary conditions. A damp cloth must be used to wipe the table, and a clean towel to dry it.

   Clean centerpieces.

   Every worker must be responsible for certain "housekeeping" duties. These include seeing that centerpieces, chairs, and tables are clean and dusted. The appearance of a perfectly set table can be spoiled by careless housekeeping.

   Bring all the dishes to the dining room on a cart.

   Organization and planning are very important if time and energy are to be saved. The students should be made to realize that running back and forth between the kitchen and dining room not only wastes time and makes them tired, but also can be dangerous. If everyone must rush back and forth, accidents will probably result in broken dishes and hurt employees.

   Begin at one end of the dining room.

   If everyone starts working in the same direction and follows one another, less confusion will result. The work will be done more quickly, because everyone knows what the other person is doing and where she is going.

   When laying flatware on the table, always use both hands.

   Laying just one piece of flatware at a time takes too much time and walking. A knife and teaspoon can be placed on the table at the same time if the knife is held in the left hand and the teaspoon in the right hand.

Stress the holding of flatware by the handles and the correct placement of the napkins. Knives and forks should be placed about 9 inches apart---allow room for the dinner plate between them.

Now place all the glassware on the tables.

Stress how glasses should be held and placed. Carrying too many glasses at one time will cause wasted time if they are dropped and broken.

Class Activities:

1. Have students practice setting all the tables in the dining room. Constant, careful supervision is required to develop good work habits in the student.

2. To increase speed, keep daily records of the number of minutes required by the students to complete a particular task. Make it a competitive game to see how much each can improve; however, quality should not be sacrificed in an attempt to develop speed.

UNIT II - THE DINING ROOM

Lesson 11 - Working in the Dining Room

Objective: To learn things we must remember when working in the dining room.

Key Points:

There are some things we must remember.

When the student is learning to work in a dining room and is busy setting tables, she must also perform several side duties. Some students must be reminded of these duties.

Chairs must be straightened.
Care must be taken to keep the tables and chairs in order. It is easier to set the covers correctly if all the chairs are in their proper places.

Move the carts carefully.
Carts are often hard for the student to control at first. They should be cautioned against carelessly bumping into furniture or other people.

Keep the cart near the place where you are working.
Stress should be placed on saving oneself. Excessive walking because supplies are not near at hand results in loss of time and energy.

Do not waste time looking around or talking to others.
While an employee is looking around and talking to others, she is doing no work. Employers frown upon wasted time. Talking to friends and catching up on news can wait until after class or work.

Class Activities:

1. Take students into the dining room and show them how the chairs should be arranged around the tables.

2. Have students practice moving carts.

3. If a timer is available, time students doing particular tasks in the dining room. Make it a game by recording each student's time at each task. Compare at the end of a given period to see how much each has improved in timing, and whether she does not waste time and does neat work.

UNIT III - THE KITCHEN

Lesson 1 - The Work

Objective: To learn what work to do in the kitchen.

The students learned in Unit I about the kitchen and preparing food. This should be reviewed at the beginning of this lesson.

Key Points:

1. The Food Service Worker helps the COOK prepare food.

The student must understand that she does not do actual cooking, but can help the Cook prepare food. The term "Cook" was selected here as a means of identifying the person who is responsible for preparation of hot foods. Because there are many titles used for this person, it is felt that the simplest term should be used.

2. To put food into dishes to serve in the dining room is to PORTION food.

Food portioning is a big part of the food-service worker's job. It is important that she understand that only a certain amount of food has been prepared. There are specific tools and dishes which must be used in portioning food. In order that every serving is the right size and looks nice, it is important that the food be portioned correctly.

Class Activities:

1. Ask the students to name some foods which the Cook prepares. List the foods on the chalkboard as students offer suggestions.

2. Introduce the students to the Cook or Cooks in your department.

3. With the help of the students, prepare a list of foods that the Food Service Worker portions.

UNIT III - THE KITCHEN

Lesson 2 - Kinds of Food

Objective: To learn about kinds of food.

Key Points:

We will work with two kinds of food in food service---hot food and cold food.

Basically two types of foods are prepared in the kitchen. Hot food is usually prepared by the cook and includes meats, poultry, fish, vegetables, starches, and beverages. These foods are baked, boiled, braised, fried, broiled, roasted, steamed, or stewed. Anything that is served hot or warm is considered to be a hot food. Some foods, such as pies, cakes, and puddings must be cooked, but are served cold; therefore they are not considered hot foods.

In preparing hot foods, care must be taken to prepare them as near to the serving time as possible to prevent overcooking. Care must also be taken to keep these foods hot while serving them. Heating foods helps to kill bacteria; keeping foods hot prevents further growth of bacteria.

Cold foods include any food item that is not served hot. Cold foods may be chilled, frozen, or served at room temperature. Cold foods are prepared by both the cook and the Food Service Worker. During the time when meals are not being served, the Food Service Worker will perform many tasks concerned with the preparation and service of cold foods. Because cold foods are kept in the refrigerator, freezer, or at room temperature, they can be prepared ahead of time and stored. Refrigeration and freezing retard the growth of bacteria.

Class Activities:

1. Using today's menu, ask the students to name the hot and cold foods. List them on the chalkboard.

2. Determine who prepares the foods in each of the lists above---the food service worker or the cook.

3. Use Transparency 4 to introduce the thermometer, temperatures, and safe food holding. The students should not be expected to remember exact temperatures.

Additional questions:

1. Which is colder, the refrigerator or the freezer?

2. List foods that are kept in the freezer; in the refrigerator; at room temperature.

UNIT III - THE KITCHEN

Lesson 3 - Equipment

Objective: To learn about the equipment in the kitchen.

Key Points:

1. To do your work in the kitchen you need to use special machines and tools.

Food preparation in quantity requires the use of special heavy-duty machinery (equipment). This equipment is new to the Food Service student. Kitchen utensils and appliances she may have used at home are often too small for the bigger requirements of an institution.

2. There are two kinds of equipment.

Large Equipment

The machines that make work easier for you in the kitchen.

Students may not use all the pieces of large equipment they see in the kitchen. However, it is good for them to know the names and uses for the more commonly used machines---potato peeler, mixers, food slicer, food chopper, steamer, steam-kettle, toaster, stove, oven, refrigerator, and coffee urns or makers.

Small Equipment

All the tools used to do work in the kitchen.

These hand tools used in the kitchen by the students include the scoop, ladles, spoons, knives, tongs, colander, turner, spatula, strainer, and measuring equipment.

Safety in using both large and small equipment must be emphasized throughout.

Class Activities:

1. Tour the kitchen to locate pieces of large equipment and to see where they may find pieces of small equipment.

2. Mount pictures of large equipment on the bulletin board with their names and pronunciation for students to study.

3. Mount pieces of small equipment on the hook 'n' loop board for further study. Use Transparencies 5 and 6, "Small Equipment," to review and test students' knowledge.

UNIT IV - SAFETY

Lesson 1 - About Safety

Objective: To learn safety rules we must remember.

Key Points:

1. Safety is <u>not</u> getting hurt.

Safety is the responsibility of every employee. Accidents are <u>caused</u>; they result from carelessness. Most accidents can be prevented. They usually result because someone did not know the right way to do a job or thoughtlessly did it in the wrong way.

Because food preparation and service involve glass, hot liquids, sharp tools, power machinery, and hot cooking surfaces, every employee is working with hazards. Safety must be taught at all times.

2. Be careful at all times.

Safety is not a once-in-a-while thing. It must be practiced at all times. Every employee must be conscious of safety every minute he is working. Safety is an attitude which must be instilled in the students.

3. Many workers have been hurt.

The most common accidents that occur in food-service departments are from cuts, burns, falls, and strains. These types of accidents are the result of carelessness or playing---and neither can be justified or allowed in commercial kitchens.

A survey on disabling work-injuries to school lunchroom personnel, conducted for the U.S. Department of Labor, showed the following percentages of injuries---5% to the head (not eyes), 1% to the eye, 14% to the back, 8% to the trunk (not including the back), 8% to arms, 39% to the hands and fingers, 9% to the legs, 10% to the feet and toes, and 7% to the body in general.

4. <u>Think</u> about safety and remember:

If you are tired, you may not be a safe worker.
Tired workers cannot function safely. Lack of sleep can make a person irritable and less responsive. In turn, careless actions may result in a serious accident.

<u>Ask</u> if you do not know how to do something.
Not knowing the proper method for performing a task may result in serious injury. Students must be cautioned against operating equipment or handling sharp tools which they have not learned to use.

Keep equipment and work areas clean and orderly.
Accidents are less likely to happen if an area is not messy and in a state of confusion. Organization is extremely important.

Walk. Never run!
Hurrying is a major cause of accidents. Running is neither dignified, sightly, nor efficient. A person's balance is not as secure, and a serious fall can result in a slippery area.

Never walk backwards.
No one has eyes in back of his head. Walking backwards is very dangerous; one cannot see the floor. A box, pail, spill, or other object or condition will not be seen, and a fall will result.

Do not play.
Play in a commercial kitchen is "asking" for an accident to happen. It cannot be tolerated. All students must be made aware of the extreme danger involved.

Class Activities:

1. Ask students to recall things they have seen in the kitchen or dining room which might be unsafe.

2. Posters can be obtained from the National Safety Council, which are excellent for use with this lesson. They can also be hung throughout the work area as reminders of the importance of safety.

3. Use Transparencies 4-2 and 4-3 from the TRAINING THE FOOD SERVICE WORKER series to show examples of unsafe working conditions.

4. Keep a record of the times students hurt themselves. The Accident Man is an excellent means of keeping a record. When a student hurts herself, write her name on a small tag and attach it to the Accident Man in the place where the student was injured.

SAFETY
IS
YOUR
RESPONSIBILITY

UNIT IV - SAFETY

Lesson 2 - Safety in Our Work

Objective: To learn how we can be safe workers.

Key Points:

1. We must all help to make the kitchen and dining room a safe place to work.

Again stress the importance of every individual worker in making the food-service department a safe place to work. One careless worker not only jeopardizes his own health and well-being, but also the safety of those around her.

2. Let's learn how we can help make our work safe.

Look at what you are doing and where you are going. Every employee is responsible for watching where she is going and looking out for other employees working near her. Carelessness and inattention to what one is doing can lead to very serious accidents.

Close drawers and doors.

Drawers have a trick of pinching fingers when being closed, if a student is not cautious. Warn students to be careful when opening or closing any drawer or door. Doors and drawers should be opened by the handles to avoid crushed fingers. Doors and drawers should never be left open, because someone might bump into them.

Do not burn your hands.

Pot holders or dry cloths or towels are to be used for holding hot pots or utensils. Wet cloths can cause serious burns. Advise students to lift the edge of a cover on the side of the pot away from them first---then steam will not blast into their faces. Two persons should move heavy, hot containers. Oven doors must be kept closed except to put something in or take something out. Care must be taken to avoid overfilling pots. Warning others of hot pots or dishes may prevent a serious burn.

Do not put trays of dishes or other items near the edge of the counter.

Broken dishes are not usable and mean increased costs to the department. They may also result in serious cuts.

Do not let handles of pots or tools stick out where people walk.

A sharp tool brushed onto the floor may cut someone. Hot foods or liquids in pots with handles protruding over the edge of the stove may be bumped by someone passing and result in a serious burn to that person.

Wipe up all spills on the floor.

Floors must be kept clean and dry. All spills must be wiped up immediately. Be certain that the spill is completely wiped up, not smeared across the floor.

Do not pile things too high.

Many dishes have been broken because care was not taken in stacking them. Nothing is saved by stacking things too high, because they cannot be moved easily.

Pick up broken glass with a broom or brush and dustpan.

Large pieces of glass should be picked up with a broom or brush. A dampened paper towel or cloth will pick up very tiny pieces. Broken glass should be put into a special container, never into waste baskets or garbage cans.

Never put knives or other sharp tools in soapy water.

People have lost fingers because a knife was put into soapy water where it could not be seen. When washing or drying knives, the sharp edge should be held away from the body. Care should also be taken in reaching for a knife in a drawer. The knife should be grasped by the handle, not the blade.

Class Activities:

1. Ask the class members to demonstrate safe ways and unsafe ways of handling the following situations.
   - --carrying a tray of food
   - --picking up a hot pot
   - --setting a tray of dishes on a table
   - --laying long-handled tools on a table
   - --stacking dishes
   - --cleaning up broken glass
   - --washing a knife
   - --holding and carrying a knife

2. Use Transparency 4-1 from the TRAINING THE FOOD SERVICE WORKER series and demonstrate the correct method for mopping.

UNIT IV - SAFETY

Lesson 3 - Lifting

Objective: To learn how to lift things.

Key Points:

1. Many Food Service Workers have been hurt because they did not know how to lift.

Sprains and strains occur in food-service work because people do not know how to lift correctly. Lifting the wrong way or lifting something that is too heavy may lead to permanent back injury.

2. Before you lift anything, see how heavy it is.

How much a person can lift depends upon:
--physical fitness, the condition of muscles and bones, especially those in the back.
--the size, shape, and weight of the object to be lifted.
--the distance something must be lifted, raised, and carried, and the conditions over which it must be moved.

If the load is very heavy, instruct the students to get help, take only part of the load, use a cart, or roll or drag the object.

3. Know the right way to lift!

To lift, the feet should be placed about a foot apart to provide a firm base. Any object that is to be lifted should be held close to the body. A firm grasp will prevent the object from slipping. The back should be kept as straight as possible. Keep the object close to the body. Lifting should be done by pushing up with the strong leg muscles, not the back. When a person bends at the waist and lifts by using the back muscles, the back muscles are straining.

Class Activities:

1. Use Transparency 7, "Moving Safely," to illustrate proper lifting. Mask out all movements except lifting.

2. Have each student practice lifting. Observe carefully to be certain students understand how to use their leg muscles rather than their back muscles.

UNIT IV - SAFETY

Lesson 4 - Carrying and Reaching

Objective: To learn how to move things.

Key Points:

1. When we move things, we must be careful not to hurt ourselves or others.

   Review the lesson on lifting. Any action that means moving an object from one place to another will require care.

2. Rules for moving things:

Never carry things that are too heavy for you.
   Weak muscles in the back may be strained, or too-heavy things may be dropped, causing injury to oneself or others. Stress the importance of getting help when an object is very heavy.

Do not carry things that are so tall you cannot see over them.
   Can a worker be safe if he cannot see where he is going?

Set things down by bending your knees. Keep your back straight.
   People have a tendency to bend at the waist rather than bending their knees. This is extremely dangerous and can cause serious back injury.

Use a stool or ladder when reaching high.
   Reaching too high, too far, or too quickly — even for a light object — can cause strain. Because you cannot get a good grasp on the object under these conditions, you might drop the object on yourself or others, causing further injury. Be certain the stool or ladder to be used is sturdy. A cardboard box, pail, chair, or swivel-stool should never be used for reaching.

When turning, turn with short steps. Do not twist around at the waist.
   Twisting is extremely hard on the back muscles. Strains of this kind are very painful and require a long time to heal.

Class Activities:

1. Use Transparency 7, "Moving Safely." Mask out movements other than reaching and carrying.

2. Practice carrying a small box of items. Ask each student to move the box from a table to the floor. Be certain each student uses her leg muscles and bends her knees.

3. Ask students to name objects that should not be used to help them reach high objects. What should be used?

UNIT IV - SAFETY

Lesson 5 - Pushing and Pulling

Objective: To learn how to push and pull things.

Key Points:

1. We should pull carts.

   Pulling a heavy object is generally easier than pushing that same object. In pulling, one is more prone to use the leg and arm muscles and less apt to use back muscles which might be injured.

2. To push carts or large things, you should:
   stand close to the object
   bend elbows and grasp firmly
   keep the back straight
   push with the legs and arms, <u>not</u> the shoulder and the back.

3. To pull carts and large things:
   stand close to the object
   put feet apart, one slightly further back than the other
   grasp the object firmly
   bend the knees
   pull by straightening the legs.

4. Always use your arms and legs to pull, <u>not</u> your back.

   This point cannot be overemphasized. Back injuries are extremely serious. Damage once done is slow in healing. Reoccurring injury is frequent, because the back muscles have been weakened.

5. Look where you are going.

   Many accidents could be prevented if everyone watched where she was going. Too many times distraction, day-dreaming, and inattention lead to accidents.

Class Activities:

1. Use Transparency 7, "Moving Safely," while discussing this lesson.
2. Practice pushing a large cart.
3. Practice pulling a large box.
4. Have students determine whether pushing or pulling carts is easier for them.

UNIT IV · SAFETY

Lesson 6 - Cleaning

Objective: To learn about cleaning.

Key Points:

1. The Food Service Worker must be neat in her work.

   Review principles of sanitation and personal hygiene learned in Unit I. Stress the prevention of spreading harmful bacteria and introduce the fact that neat workers are also safe workers.

2. To be a safe worker you must be neat and clean.

Sharp knives are always a hazard.
When knives are left lying around, others will not expect them and may be badly cut. Keep all knives in the proper storage place when they are not in use.

Spills must be mopped or wiped up at once.
Spills are most often the cause of falls. Use hot water and soap on greasy spills. Remember, any water on the floor is as slippery as spilled food.

Work counters should always be left clean when work is finished.
The work is <u>not</u> finished if the work area has not been wiped.

<u>Never</u> leave objects on the floor, in doorways, or in traffic aisles.
These areas are meant for free movement; no one expects to find objects left there carelessly and may trip and fall.

Never leave cleaning supplies near food.
Many cleaning supplies are poisonous or extremely toxic. Any amount, even the smallest, might cause serious illness to a person eating the food into which it was spilled.

Keep food to be thrown away separate from paper and cans.
These items must be kept in separate garbage cans. Make students aware of where each type of waste is to be deposited.

Class Activities:

1. Show students where knives are to be stored in the kitchen. Demonstrate and ask the students to repeat how knives are to be carried, washed, dried, and stored. Caution against blindly grabbing into the drawer holding the knives.

2. Use Transparency 4-1, "Procedure for General Mopping," from the TRAINING THE FOOD SERVICE WORKER series.

3. Show students where clean cloths for cleaning are kept. Explain where these cloths may and may not be dampened. Show where cloths are to be placed when they have finished using them.

4. Find and discuss warning labels on cleaning supplies.

5. Show the students the various refuse containers and explain what happens to waste materials when they leave the department.

UNIT V - FOOD PORTIONING

Lesson 1 - About Food Portioning

Objective: To learn about portioning food.

Key Points:

1. We learned that to portion food is to put food in dishes.

A review of the term "portion" is needed at this point. Many students have forgotten the meaning and need to be refreshed.

Where is food portioned? Students must understand that there are certain places within the kitchen area where they will portion food. Stress should be given to performing duties in the proper places to eliminate confusion and accidents which may occur when there are too many people working in one place.

2. Every serving must be the same SIZE.

Standardization (portion control) is essential if all persons expecting a meal are to be served. Students must understand the importance of using tools and measuring devices that will give equal servings.

Use an example to stress this point. Fill two identical dishes with pudding. Put only a small amount in one; fill the other dish with the correct portion. Ask students which they would want if they were buying the food.

3. We must DIVIDE a large amount of food into a certain number of servings.

In food service, much planning is done beforehand. Planning includes the purchasing of food. The amount prepared will depend upon the number of persons to be served and the size of portions. If the number or size of portions served varies from those planned, either food will be wasted or there will not be enough food. Portion sizes will vary with the institution. Students must be informed as to portion sizes.

4. We will learn about certain tools that will help us make all servings the same size.

The scoop and ladle are two very common devices used for portioning food. They should be introduced at this time to help the student understand how food is divided. There are other devices which can also be used to stress how foods are portioned equally.

5. Before we portion any food, we must get all the dishes we will need.

Organization and planning ahead must be emphasized. Getting all the tools and dishes together must be done before any portioning of food can begin.

Class Activities:

1. Show the students a chart of portion sizes to be used in the department. Discuss.

2. Use Transparency 8, "Tools to Portion Food," to illustrate the tools used.

3. Show students where portioning and measuring devices are kept.

4. Have students count out the appropriate number of dishes to be used for dessert at the next meal. Portion dessert for this meal.

UNIT V - FOOD PORTIONING

Lesson 2 - Soft Desserts

Objective: To learn how to portion soft desserts.

Key Points:

1. A dessert is something that is served at the end of a meal.

Some time should be given to the definition of dessert and to familiarize the students with some common types of desserts.

2. Gelatin, puddings, whips, and fruit crisps are soft desserts.

Soft desserts in this lesson refer to types of desserts that are soft to the touch. The desserts listed are those most common. Others may be included, if applicable. Pictures of some of these desserts should be shown to help the student understand.

3. We will use a scoop to portion these desserts.

The scoop was first introduced in Lesson 1. It should be presented again. Stress the name and its pronunciation.

4. Each scoop has a number inside. This number tells its size.

Have several different-size scoops available. Show the students where the size is given. Explain what the number means. The number of each scoop is the number of <u>level</u> scoopfuls per quart. Soft desserts are usually prepared by the gallon. The number of gallons prepared will depend upon the number of servings and the size of scoop to be used in portioning each serving.

Scoop Size	Cup	Ounces
8	$\frac{1}{2}$	4
10	$\frac{2}{5}$	$3\frac{1}{5}$
12	$\frac{1}{3}$	$2\frac{2}{3}$
16	$\frac{1}{4}$	2
20	$3\frac{1}{5}$ Tbsp	$1\frac{2}{3}$
24	$2\frac{2}{3}$ Tbsp	$1\frac{1}{3}$

5. How to portion soft desserts.

Count out the number of dishes you will need. You will need a #12 scoop and a rubber scraper.

Students should be taught to get all the dishes and tools they will need before they start to portion food. If the student counts the dishes before she starts portioning and counts again as she portions the food, she will be doubly sure she has the right amount.

Place <u>one</u> level scoop of dessert into each dessert dish.

Discuss the number of servings each quart will yield when using a #12 scoop.

Wipe any spills along the edge of the dish.

A paper towel should be used to wipe up any drips on the dish which will make it unattractive. Stress the use of paper towels for sanitary reasons.

Some desserts will have whipped cream on top.

If whipped topping of any kind is to be used, it should be added at this time. Using two teaspoons will reduce the tendency to use one's fingers and will help the student to put the topping on neatly in the center. A pastry or decorating tube may also be used.

Place each filled dish on a clean cart or tray.

Stress the use of a <u>clean</u> cart or tray. Sanitation, like safety, should be stressed at every opportunity.

Place the dessert in the refrigerator.

A very important part of every food service worker's job is to keep food in its proper form. Foods that are to be served cool need to be placed in the refrigerator.

Class Activities:

1. Have students count scoopfuls of water put into a quart measure to prove the scoop size is the number of scoopfuls in 1 quart.

2. Show slides on "Portioning Pudding."

3. Have students portion a soft dessert.

UNIT V - FOOD PORTIONING

Lesson 3 - Cake

Objective: To learn how to cut and portion cake.

Key Points:

1. We will use a spatula to cut and portion cake.

   Show the students a spatula. Ask them to pronounce it. A small cake server or cake knife, and adjustable cutter might also be introduced here, if available.

2. Each cake must be cut into a certain number of places.

   Review the importance of standardization as learned in Lesson 1 of this chapter.

3. How to cut and portion cake.

   Demonstrate.

   Each cake is to be cut into 45 pieces, as determined for this department.

Use the spatula to mark lightly where the cake is to be cut.
Students cannot be expected to cut standard pieces at first, so it is best that they mark lightly in the icing where the cake is to be cut. In this way, mistakes can be smoothed over and corrections made.

Cut the cake. Be certain to cut through to the bottom of the pan. Also cut around the edge of the pan.

Dishes for each piece of cake should be near, so that cake does not have to be balanced on a spatula or small cake server a great distance.

Remove the cake from the pan with the spatula or cake knife; hold the cake with a table knife.
Students have a tendency to put the table knife on top of the cake in the icing rather than to hold the cake at the side. Fingers also seem to work better than tools; this must be stopped before it becomes habit. Care must be taken to get the whole piece of cake---at times the bottom tends to stick to the pan.

Class Activities:

1. Cut and portion cake.

2. Show slides on cutting round cakes and using a cake marker. (Kansas State Univ.)

UNIT V - FOOD PORTIONING

Lesson 4 - Pies

Objective: To learn how to cut and portion pies.

Key Points:

1. Like cake, pie must be cut into a certain number of servings, each the same size.

   Standardization again must be stressed. For example, 230 people are to be served lemon pie. In planning for this meal, 23 pies are ordered. Each pie is to be cut into 10 pieces, providing 230 servings.

2. How to cut and portion pie.

   Demonstrate.

Each pie must be cut into 10 pieces.
State at this time the number of pieces into which each pie is to be cut.

Cut one half of the pie at a time.
This seems to be easier for new students. Later, when skill has been developed, they can cut the entire pie at one time. Again it is wise to mark the pie lightly, so that all pieces can be compared before the pie is cut.

Cut through the bottom of the pie.
Often the crust is not completely cut; this makes the piece hard to remove from the pan and spoils its appearance.

Tools and dishes:
Stress organization — getting all equipment and dishes before starting to cut the pies.

LIFT the pie from the pan.
Use the knife to hold the side of the piece. Never hold the piece by the top.

Slide the pie from the spatula with the knife.
The fingers should never be used to remove the pie from the spatula or pie knife. Care must be taken to prevent the piece of pie from being dumped onto the plate.

Class Activities:

1. Show the set of slides, "Cutting a Pie." (Kansas State Univ.)

2. Have the students cut and portion pies.

3. Students who need added practice may be given pie pans lined with molding clay or play-dough to cut. In this way they can learn to judge the size of pieces.

Additional Questions:

1. Why is it important to cut through the crust?

2. Which is easier to cut, a hot or cold pie?

3. What happens to the filling when a hot pie is cut?

4. Fruit pies usually have _____ crusts.

5. Cream or custard pies usually have _____ crust.

UNIT V - FOOD PORTIONING

Lesson 5 - Canned Fruit

Objective: To learn how to portion canned fruit.

Key Points:

1. FRUIT is the part of certain plants that you can eat.

Define the term "fruit" and the forms in which it is used---fresh, canned, and frozen. In this lesson canned fruit is to be portioned, but it is good for the student to realize that fruit is available in three forms.

2. Canned fruit comes in large cans.

Several types of fruit in different-size cans should be presented. Compare small cans used at home with large cans used in food service. Explain that canned fruits are cooked before or during canning.

3. To open canned fruit, you must use a can opener.

Demonstrate the use of the can opener. The can opener is heavy, so a good hold will guard against pinched fingers and bruised hands. The top of the can should be wiped before opening to guard against contamination of the contents. When the can is opened, care must be taken to prevent cuts from the sharp edge of the can top.

Caution students never to open or use a can that is leaking or is bulging at the top or bottom, because the contents of such a can are probably spoiled. If they find a can like this, they should be instructed to tell their supervisor immediately.

4. Place the fruit in a large pan.

Several cans may be emptied into a large pan. This will save time and be easier. It is best not to dip from the can.

5. You will need a solid serving spoon or scoop and dessert dishes.

Organization of tools and dishes before beginning the portioning of any food is extremely important.

6. Portion size:

The size of portions will depend upon the type of food service, the particular fruit, and the meal at which it is to be served. The chart listing amounts of canned fruit in the student manual are those used at the Katzenbach School; they may need to be revised for another school.

7. Put enough juice on the fruit to make it MOIST.

Juice adds to the flavor of the fruit and improves its appearance. Care should be taken to have the right amount---too little will leave the fruit dry; too much will spill over the sides of the dish. All spills on the edge of the dish should be wiped with a paper towel.

8. Chill the fruit.

Fruits are usually portioned ahead of time. If the fruit is chilled, the flavor is enhanced. If space is limited, the cans of fruit can be chilled before the fruit is portioned.

Class Activities:

1. Have each student use the can opener.

2. As the menu permits, allow students to portion canned fruit.

3. Ask students to learn amounts to a portion and the tools to use in portioning the various canned fruits.

4. Some students may not be familiar with the names of fruit. Some time should be allotted to study or review fruit. The Media Centers for the Deaf have developed an excellent set of transparencies, which includes both fruit and vegetables. A set of food exhibits (colored pictures printed on 3" x 5" cards) is available through Gillium Book Co. It also includes both fruit and vegetables and is excellent for class or individual use.

UNIT V - FOOD PORTIONING

Lesson 6 - Salads

Objective: To learn how to portion salads.

Key Points:

1. A salad is a food, usually cold, that adds flavor and color to a meal.

"Salad," "flavor," and "dressing" are terms that need defining. Most students are familiar with salads and dressings, so associations by use of pictures or food samples will help to organize their thoughts.

2. Salads should be portioned just before they are to be served and eaten.

A limp, soggy, "tired" salad is neither attractive nor nutritious. If portioned too early, individual portions of salad tend to lose their crispness. Therefore, stress the importance of <u>not</u> portioning salad too early. Salads should be kept in the refrigerator as long as possible. If put on the table too early, they tend to become warm and unattractive.

3. Portioning the salad,

Add dressing just before serving.

If added too early, dressing drains to the bottom of the bowl, causing soggy salad ingredients near the bottom and dry ingredients at the top. The salt and other seasonings in the dressing cause the salad greens to become wilted. For a fresh, crisp salad, dressing should be added as near to time of service as possible.

Tools

Introduce the skimmer and tongs. Caution the student against squeezing or crushing the food. If large amounts of pickles or olives are to be portioned, drain them in a colander. This will make the job much easier than dipping from a jar. Individual servings of coleslaw may be portioned using a scoop.

Class Activities:

1. In review, ask the students to identify tools used to portion salads.

2. Show pictures of salads and relishes. Ask students to name the tool used to portion each.

3. Portion salads and relishes.

UNIT V - FOOD PORTIONING

Lesson 7 - Bread

Objective: To learn how to portion breads.

Key Points:

1. There are many kinds of breads.

   Students should be introduced to the many kinds and forms of bread. Many think of bread only as white slices. This opportunity should be taken to broaden their knowledge. Show students actual samples or pictures of white, rye, and whole-wheat slices; Italian or French, pullman, sandwich, and round loaves; dinner, hamburger, hot dogs, and hoagie rolls, and/or various types of buns; and quick breads such as cornbread, biscuits, and muffins.

2. We use tongs to take slices of bread from the package and place it on the plate.

   Portioning bread is a relatively easy task. Students should understand that it must be done with tongs or plastic gloves --- not with their fingers. Warn students not to squeeze or mash the bread. Placing bread, uncovered, on a table long before the meal is served will cause it to become dry and stale.

Class Activities:

1. Discuss kinds of bread and where bread is made.

2. Show the students where bread is stored.

3. Have students portion bread.

4. To increase student knowledge of how bread is made, the filmstrip, "The Baker," by Eye Gate Films might be shown.

UNIT V - FOOD PORTIONING

Lesson 8 - Butter

Objective: To learn how to cut and portion butter.

Key Points:

1. Butter comes in a large piece called a BRICK.

   Most students will have seen quarter-pound sticks of butter, rather than the solid bricks which are used in this lesson. They should also be made aware of the pre-cut and pre-portioned packages of pats. Define the term PAT.

2. To cut butter you will need a butter cutter.

   A butter cutter has fine wires that cut through the solid brick. The brick is cut first into quarters, then the opposite way to form pats. Butter cutters are available in several sizes.

3. To portion butter we will need a spatula, trays, butter plates (or papers) and the butter cutter.

   It is imperative that students learn to organize the equipment and supplies they will need before they begin <u>any</u> work. It is especially important when cutting butter, because the butter becomes soft and hard to work with if it is allowed to stand at room temperature for an extended period of time.

4. Be certain your hands are very clean <u>before</u> you begin to cut butter.

   It is impossible to do this work without using your hands. If plastic gloves are available they should be used. Stress the need for specially clean hands. Remind students about the spread of bacteria when hands are dirty.

Demonstrate each step in cutting butter as outlined in the student manual. Get only a few bricks of butter out of the refrigerator at a time. Impress upon the student that speed is required to prevent the butter from becoming too soft. This results in irregularly shaped pats, fingerprints on the pats, and hard work. The students should not handle the butter more than is absolutely necessary. Trays of butter should be placed in the refrigerator as soon as they are filled.

Class Activities:

1. Cut and portion butter.

2. Additional information concerning how butter is made can be used to broaden this lesson. A field trip to a dairy might also help the student better understand how butter is made.

UNIT V - FOOD PORTIONING

Lesson 9 - Condiments

Objective: To learn how to care for condiments used at the table.

Key Points:

1. A condiment is something that gives flavor to food.

The term "condiment" will be unfamiliar; however, students do use condiments every day. Relate the term to those things they use---sugar, salt, pepper, mustard, and catsup.

Who puts these on the table? Do they come in small bottles? If not, how are they served?

2. Let's learn about condiments.

Sugar

Sugar often becomes lumpy, especially during hot, humid weather. Care must be taken to remove lumps. At times someone may carelessly put a wet spoon into the sugar bowl. This may leave the sugar hard and stained. Be certain sugar has no foreign objects in it.

Sugar bowls should be emptied, washed thoroughly, dried and refilled once a week or as often as necessary. General day-to-day use requires that bowl and cover be wiped daily on the outside to remove fingerprints and food.

Salt and Pepper Shakers

These should be washed with a bottle brush. Daily care will require wiping the outside with a damp cloth and checking for stopped-up tops. If the top is clogged, it can be opened with a wooden pick.

An empty salt box with a spout or a small funnel may be used to fill pepper shakers. Warn students of the dangerous burns that can result if pepper accidently gets into the eyes.

Salt and pepper shakers should be completely dry before refilling to eliminate lumping and sticking of the salt and pepper.

Jelly, peanut butter, mustard, and catsup

These items are not used every day. They will be portioned only when needed. Scoops work best for portioning peanut butter and jelly. Ladles with long handles are more convenient for dipping into jars and cans holding mustard and catsup. If condiment bottles are used, they should be wiped with a clean, damp cloth after each use. The top and inside of the cap may be wiped with a clean paper napkin to remove any gummy material.

Class Activities:

1. Show students where in the storeroom they can find the supplies they will need to prepare condiments.

2. Portion sugar, salt, and pepper, and/or other condiments as needed.

3. Many types of food services now provide individual packages of condiments. If possible, show samples of these. Most leading food industries preparing this type of food will be willing to provide samples for class use.

UNIT VI - MEAL SERVICE

Lesson 1 - About Meal Service

Objective: To learn about meal service.

Key Points:

1. Meal service is to serve one meal.

A review of the different meals---breakfast, lunch, supper, and dinner---will help the student form a picture of one meal in her mind.

Although there are many more than two types of meal service, and each type has some variation according to the particular institution, only two very basic types are included in this lesson. A more detailed description would only lead to confusion at this point.

2. Table Service

The table is set except for the dinner plate. Bread and butter, salad, dressing, and ice water are placed on the table before the guests arrive.

The main course is portioned in the kitchen; then a waitress brings it to the dining room and places it in front of the guest. Beverages are poured at the table. When the main course has been eaten, dishes are removed and the dessert is served.

3. Family-Style Service

The table is set completely. Just before the guests arrive, bread, butter, condiments such as mustard or catsup (if needed), and salad are placed at each table. When guests are seated, waitresses bring bowls and platters of food to the table. Each person serves himself. When the main course is finished, plates, bowls, platters and used flatware are removed from the table. Dessert is then served.

Class Activities:

1. On the chalkboard make 2 columns---one headed "Same," the other "Different." Ask students to name ways in which table service and family-style service are the same and how they are different.

2. Set tables and serve guests using family-style service.

3. Set tables and serve guests using table service.

UNIT VI - MEAL SERVICE

Lesson 2 - Rules for Serving

Objective: To learn some rules to follow in serving meals.

Key Points:

1. We like the Food Service Worker to be cheerful, neat, quiet, and careful.

This lesson deals with being careful and practicing safe procedures; however, cheerfulness, neatness, and quietness should be included.

The employee must be cheerful, pleasant, and courteous not only toward the guest, but also toward fellow employees. Cooperation will result in a smooth-running, harmonious operation. Friction and misunderstanding result in poor working relations. The strain is felt by guest and employee alike.

When working with dishes and flatware and moving carts, care must be taken to be as quiet as possible. Noise is annoying. Voices should be kept low and unnecessary talking stopped. Deaf students need to be reminded to handle dishes and flatware carefully, so they will not be making noise.

2. Let's learn rules to help us serve meals.

Always wash your hands before you serve food.

Every care must be taken to see that hands are clean and every standard of cleanliness is practiced. Review again Lesson 1-4 on handwashing.

Remember how to hold dishes, flatware, and glassware.

Dishes, flatware, and glassware must be properly handled. Unnecessary handling must be eliminated. Remind students that all the eating tools have been carefully washed and sanitized, and that it is their responsibility to see that these tools remain as clean as possible.

Use a cart or tray to carry food and supplies.

Stress the use of carts and trays. Many steps can be saved if a cart or tray is used, thus saving time and energy.

When loading trays, place heavy items in the center of the tray and lighter items along the edges. This will help to balance the tray and make it easier to carry. Carts should be large enough to hold items <u>without</u> stacking them high.

When moving carts or carrying trays, great care must be taken. Each employee must pay special attention to what she is doing. Daydreaming and distractions cause serious accidents. Never move into the path of others without warning. Always watch where others are before moving a cart or carrying a tray.

Use a potholder or napkin to protect your hands.

Burns, even minor ones, cause extreme discomfort and pain. Be certain students understand that they must use dry potholders or cloths, when handling something hot. Wet cloths can cause steam burns when they contact a hot container. When serving hot coffee or tea, a napkin may be used to hold the pot and catch any drips from the pot.

Never reach in front of anyone.

Use the left hand to place and remove dishes, when working at the left side of the guest, and the right hand, when working at the right. This provides free arm action for the server and avoids the danger of bumping the guest. Care must always be taken to avoid spills or accidents which involve the guest.

Do not stop to talk to friends.

One should talk only when necessary or spoken to by guests or supervisors. Never call across a room to others. When asking for an order from the cook, it should be done in a quiet voice. A loud voice is not necessary and should never be used in the kitchen or dining room.

Class Activities:

1. Review holding dishes, glassware, and flatware by having students demonstrate the correct way.

2. Have students carry trays with the weight at different points. Determine the best position for heavy items. What is the best position for light items?

3. Have students practice moving carts---"learn how to drive." This is especially important for students who lack good coordination.

4. Ask two students to dramatize incorrect, then correct reaching and serving methods.

5. Have students help prepare a list of reasons why they should not talk while working.

6. The filmstrip "The Waitress" by Eye Gate Films is an excellent way to stress the rules in this lesson.

UNIT VI - MEAL SERVICE

Lesson 3 - Serving Foods and Beverages

Objective: To learn how to serve foods and beverages.

Key Points:

1. We cannot put food on the table just any way.

Serving food is a skill that must be learned. Many delicious meals have been spoiled because the waitress was careless and sloppy. Careful attention must be given to every detail to make the meal a success.

2. When we serve food, we must:

Serve all FOOD from the left side of the person. Use your left hand. "Food" refers to the main course, salad, bread (if offered), and dessert. Using the left hand eliminates the possibility of bumping the person being served. The curve formed by the slightly bent left arm makes it easy and safe for serving from the left.

When serving, the dinner plate and vegetable dish should be brought to the table at the same time. Hold the plate in the left hand, the vegetable dish in the right hand.

The dinner plate should be placed between the knife and fork about one inch from the edge of the table. The plate should be held so that when placed on the table, the meat is directly in front of the guest. The vegetable dish should be placed above the dinner plate, just to the right of the bread and butter plate.

Serve all BEVERAGES from the right side of the person. Use your right hand.

Beverages usually include coffee, tea (hot or iced), or milk. When serving the tea or coffee, the pot should be held in the right hand. The cup should not be held in the left hand, but left on the table. A napkin held in the left hand can be used to catch any drips from the pot. Guard against overfilling the cups. Many people use cream and sugar, so space must be allowed.

Milk and water glasses should be filled only to 1 to 3/4 inch from the top. Water glasses should be filled with ice and water just before the guests are expected. Milk glasses may be filled at the serving station, then brought to the table. The milk glasses should be placed to the right and below the water glass.

Be <u>near</u> to get anything a guest needs during a meal. But do <u>not</u> stand at the table and watch the guest eat!!!

Waitresses should be near to attend to the needs of the guests during the meal, but at no time should her presence be obvious. She must not make the guest feel that he must hurry or that he is being watched.

Class Activities:

1. Use Transparency 9, "Meal Service," to indicate how the dishes, flatware and glassware are placed when a meal is served.

2. Have students practice serving one another.

UNIT VI - MEAL SERVICE

Lesson 4 - Removing Dishes from the Table

Objective: To learn how to remove dishes from the table.

Key Points:

1. We must remove the dishes from the table before dessert is served.

It is customary to clear the table before serving dessert. All dishes, condiments, and used flatware should be removed, leaving only the water glass, beverage, and dessert spoon or fork. If a crusty bread was served at the meal, it may be necessary to crumb the table at this time. The table should be crumbed with a folded napkin onto a small plate---not the floor.

2. Be certain everyone is finished eating before you start to clear the table.

All guests should be completely finished eating before anything is removed from the table. Not all guests will eat everything on their plates; in this case, the waitress can ask, "Are you finished?" A waitress should never take an unfinished plate without first asking if the guest is finished.

3. Do not stack or scrape dishes at the table.

Dishes should never be scraped or stacked in the dining room. This should be done in the dishwashing area of the kitchen. Dishes should be removed from the table and placed on a tray or cart to the dishwashing area.

4. Take away all SERVING DISHES first.

All serving dishes, condiments, extra bread, and butter should be taken from the table first. Define"serving dishes."

5. Remove all used dishes from one cover at a time.

Dishes from one cover should be removed in the following order:

1. Dinner Plate
2. Salad Plate
3. Bread and Butter Plate
4. Vegetable Dish

Each item should be picked up with the left hand and transferred to the right hand. Care must be taken by the waitress to see that flatware is safely placed in the center of the dinner plate. This will prevent it from falling when the plate is picked up.

If only two items---dinner plate and salad plate, for example---are at each cover, the waitress can remove the dishes from two covers before placing them on a cart or tray. If, however, there are three or more items to be picked up, the waitress should set the dishes from one cover on the tray or cart before continuing on to the next cover.

6. When the cart or tray is filled, take the dishes to the dishwashing area in the kitchen.

Trays should not be overloaded with dishes. Care must be taken to load trays carefully, so that they will be easy to carry. If a cart is used, care must be taken to set dishes so they will not slide off when the cart is moved. It is better to make several trips to the dishwashing area than to have dishes fall and break. This would only take more time and it would cost a great deal to replace broken dishes.

7. Scrape and stack the dishes.

The waitress must be responsible for scraping the dishes and stacking them neatly in the dishwashing area. A scraper should be used; dishes should not be struck against the waste container. This cracks and chips the dishes and makes a great deal of noise. The Food Service Worker must also be extremely careful to make certain that no flatware goes into the waste container. Flatware is an expensive item and should not be tossed about carelessly.

Class Activities:

1. Practice removing dishes from the table.

2. Acquaint the students with the dishwashing area and the work that is done in this area.

Additional Questions:

1. What dishes should be removed from the table first?

2. Why should you not scrape dishes in the dining room?

3. In what order should dishes from each cover be removed?

4. Where do you take dirty dishes?

5. Who scrapes and stacks the dirty dishes?

UNIT VI - MEAL SERVICE

Lesson 5 - Serving Dessert and Clearing the Table

Objective: To learn how to serve dessert and how to clear the table after the meal.

Key Points:

1. Bring the dessert to the dining room on a cart or tray.

Dessert for all the guests should be brought to the dining room at once. This will save time, energy, and confusion. Modifications of this step may be needed, if not all guests eat at the same time, or if a frozen dessert such as ice cream is to be served to a large group.

2. Take one dessert in each hand.

Instill in the student the need for efficiency. More work can be accomplished in less time with less fatigue, if thought is given to the job. Using both hands to serve dessert is a more efficient method than serving just one at a time.

3. Serve dessert from the left side of the guest. Use the left hand.

Again stress left-hand service and review Lesson 3 of this unit about using the left hand and serving on the left side of the guest.

4. Refill coffee or tea cups.

When dessert is served, coffee or tea cups should be refilled. If a guest refused service during the main meal, he should be offered service again. Some people prefer coffee or tea only with dessert or near the end of the meal.

Class Activities:

1. Use Transparency 9, "Meal Service," to show how the cover will look when dessert is served.

2. Have students practice serving dessert.

3. Have students actually serve complete meals to staff members and/or guests in the dining room.

If only two items---dinner plate and salad plate, for example---are at each cover, the waitress can remove the dishes from two covers before placing them on a cart or tray. If, however, there are three or more items to be picked up, the waitress should set the dishes from one cover on the tray or cart before continuing on to the next cover.

6. When the cart or tray is filled, take the dishes to the dishwashing area in the kitchen.

Trays should not be overloaded with dishes. Care must be taken to load trays carefully, so that they will be easy to carry. If a cart is used, care must be taken to set dishes so they will not slide off when the cart is moved. It is better to make several trips to the dishwashing area than to have dishes fall and break. This would only take more time and it would cost a great deal to replace broken dishes.

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Class Activities:

1. Practice removing dishes from the table.

2. Acquaint the students with the dishwashing area and the work that is done in this area.

Additional Questions:

1. What dishes should be removed from the table first?

2. Why should you not scrape dishes in the dining room?

3. In what order should dishes from each cover be removed?

4. Where do you take dirty dishes?

5. Who scrapes and stacks the dirty dishes?

UNIT VI - MEAL SERVICE

Lesson 5 - Serving Dessert and Clearing the Table

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Instill in the student the need for efficiency. More work can be accomplished in less time with less fatigue, if thought is given to the job. Using both hands to serve dessert is a more efficient method than serving just one at a time.

3. Serve dessert from the left side of the guest. Use the left hand.

Again stress left-hand service and review Lesson 3 of this unit about using the left hand and serving on the left side of the guest.

4. Refill coffee or tea cups.

When dessert is served, coffee or tea cups should be refilled. If a guest refused service during the main meal, he should be offered service again. Some people prefer coffee or tea only with dessert or near the end of the meal.

Class Activities:

1. Use Transparency 9, "Meal Service," to show how the cover will look when dessert is served.

2. Have students practice serving dessert.

3. Have students actually serve complete meals to staff members and/or guests in the dining room.

UNIT VII - USE AND CARE OF LARGE EQUIPMENT

Lesson 1 - Steam Kettle

Objective: To learn how to use the steam kettle.

Key Points:

1. The STEAM KETTLE is used for cooking and heating foods.

Generally the steam kettle is used by the cook to prepare such items as vegetables, soups, and gravy. Students may use the steam kettle to heat water for gelatin and to prepare pudding.

The steam kettle works like a double boiler. The kettle is made up of two shells, one inside the other. Steam is piped between these shells. The food inside the inner shell is then cooked by the steam.

Steam kettles come in a variety of sizes and shapes. Some are very large; small kettles are referred to as trunnion kettles.

2. How to use the steam kettle.

To put water in the kettle, use the faucet above the kettle.

A faucet is usually mounted on a wall behind the steam kettle to provide water for cooking and for cleaning the steam kettle.

Turn on the steam.

The steam enters the kettle through a pipe at the side of the kettle. Students must be warned that this pipe is sometimes very hot; they should avoid touching it. They should also be cautioned against touching the lower part of the steam kettle. Kettles are insulated near the top, but not at the bottom.

Stir the food in the kettle with a wooden paddle.

Large, long-handled paddles reach to the bottom of the kettle easily and keep the user from being burned. Paddles are wooden or metal. The metal paddles have insulated handles to eliminate the danger of burns.

Food must be stirred frequently to prevent scorching or burning. Pudding must be stirred constantly to keep it smooth and to keep it from burning to the kettle.

When the food is cooked, turn the steam off.

Food will continue to cook as long as steam is permitted to surround the pan. As soon as the steam is turned off, the food stops cooking. This will be visible to the student and should be stressed as it is an important sign for the deaf person who cannot hear when steam is entering the kettle.

To remove the food from the kettle, turn the handle at the bottom or use a ladle.

Some kettles can be tilted and the food removed in this way. This method is not recommended for new students, however, because loss of control could cause very serious burns. It is much safer to use the spigot at the bottom of the kettle, if there is one, or to use a ladle. When all the food is removed, the kettle should be filled with cold water to prevent drying or sticking of the food, which will mean added work in cleaning.

3. How to clean the steam kettle.

To efficiently and thoroughly clean a steam kettle, a stiff brush, detergent or soap, and clean cloths (for washing and drying) are needed.

If the kettle was filled with cold water after the food was removed, the water must be emptied. If no cold water was added, the kettle should be filled with cold water and allowed to soak for several minutes. The cold water should then be emptied, and hot water with detergent should be added. A stiff brush can be used to thoroughly clean the kettle. Then empty and rinse with clear hot water. Excess water should be wiped from the kettle to prevent spotting. Any spills on the outside of the kettle must be wiped off with a damp cloth.

Class Activities:

1. Show the students pictures of the various types of steam kettles.

2. Take the students into the kitchen to show them the steam kettles. Demonstrate how they are to be turned off and on, how to fill them with water, how to use the paddle, tilt the kettle, and turn the faucet.

3. Ask a student to fill one kettle with water. Ask another student to turn on the steam and watch for the water to boil. When it boils, turn off the steam. This will let the students observe visually how the kettle heats.

4. During the period allotted for this unit, it is advisable to have a bulletin board showing pictures of the pieces of large equipment to be studied. Several of the large equipment companies may be willing to provide pictures for this purpose. Pictures should be labeled with the name and its pronunciation.

5. Use Transparency 10, "Large Equipment Safety," to stress safety in all the lessons in this unit.

UNIT VII - USE AND CARE OF LARGE EQUIPMENT

Lesson 2 - Refrigerators

Objective: To learn about the refrigerator.

Key Points:

1. A REFRIGERATOR is a box to keep food cold.

Before a student can realize what the refrigerator is used for, she must understand what it is. Literally it is a box to keep food cold. Compare home refrigerators with those found in the institutional kitchen.

2. We must keep certain foods cold.

Earlier, in Unit III, the students learned about cold foods and the importance of keeping certain foods cold. This importance must be stressed again at this point. Emphasize the need to keep foods cold to make them look fresh and appetizing.

3. There are two kinds of refrigerators.

Walk-in Refrigerator

This refrigerator is a room. Explain the advantages of this refrigerator, in that carts of food can be wheeled into it. Shelves hold large boxes of food or trays of food.

Stress the importance of keeping the door closed to prevent the room from becoming warm. A refrigerator should be kept at a temperature of 38 to 40 degrees; the freezer should be kept at 0 or -10 degrees. It is also important to keep the refrigerator clean and orderly. Anything that is spilled should be cleaned up immediately.

Reach-in Refrigerator

This refrigerator is similar to the home refrigerator. It is specially made to hold 18" x 24" trays of food. There are many runners to hold trays.

4. How to keep the refrigerators clean:

Always put food in the proper places.

Most institutions have certain refrigerators designated for specific foods and needs. Students should be made aware of this and learn to put things in their proper places. Less confusion and more efficiency will result. Large institutions may have one walk-in refrigerator for dairy foods, another for fruits and vegetables, and another for meats and leftover foods.

Usually one walk-in box leads to a large walk-in freezer where all frozen foods are stored. In smaller institutions where there is only one walk-in refrigerator, certain areas within that refrigerator are set aside for particular types of foods. For example, one group of racks may be set aside for raw vegetables, another area for milk and dairy products, and a corner for meats and leftover foods.

Always wipe up anything that has spilled in the refrigerator. This point should be re-emphasized. Serious accidents can result because of any spills that are not wiped up; but in the walk-in refrigerator where it is cold, spills can be even more dangerous. Spills also look dirty and can lead to food spoilage in either refrigerator. When wiping out the reach-in refrigerator, use soda; never use soap, detergent, or cleanser. These cleaning compounds can leave a film which may make food taste bad.

Class Activities:

1. Show the students the refrigerators in the kitchen. Ask the students to name which kind each is.

2. Explain where certain foods are kept and how certain types of foods are placed in specific areas.

3. Show the students the temperature gages and the safe-temperature areas for cold foods. These are usually marked in some way---danger areas are often marked in red. Again study Transparency 4, "Temperature."

4. Demonstrate how only certain trays will fit into the reach-in refrigerator, while others are too large, too small, or the wrong shape.

5. On the chalkboard make a list of foods which are kept in each type of refrigerator and in the freezer.

UNIT VII - USE AND CARE OF LARGE EQUIPMENT

Lesson 3 - The Mixer

Objective: To learn how to use the mixer.

Key Points:

1. The MIXER is used for mixing, beating, and whipping foods.

Students are familiar with small home mixers. The large institutional mixer works in the same way to mix foods. The institutional mixer comes in several sizes. The student should be made aware of these sizes. All mixers, regardless of size, will work in much the same way.

2. The mixer has three parts.

Basically, mixers have three parts---the bowl, the beater, and the machine itself. Most mixers have two bowls---one slightly larger than the other in capacity. Capacity is measured in quarts. There are two beaters which are used by the students---the flat beater and the whip. The "machine" refers to the stationary part — the mixer unit with its controls and the specially designed fixtures to hold the bowls and the beaters.

3. To use the mixer.

Put the bowl in place.

Stress that the bowl must be placed on the machine correctly to prevent damage to both. The bowl has projections with holes that fit over pegs in the machine. There is also a peg or lip on the back of the bowl that fits into the mixer to hold the bowl steady. If the bowl has not been placed on the machine correctly, there will be a great strain on the bowl when the mixer is used.

Put the beater into the beater holder.

The beater is designed with a self-hook which holds it in place. Care must be taken to see that the beater is on the machine tightly and will not come off.

Raise the bowl by turning the large wheel or handle on the side.

Large mixers have wheels to raise the bowls, while small mixers with smaller bowls and less weight are raised with a handle. The bowl must be raised for mixing so that the beater reaches to the bottom of the bowl.

Set the SPEED needed.

Most mixers have 3 speeds; larger mixers may have 4 speeds. Number 1 is always the slowest speed. The larger the number, the faster the speed. Students should be warned against using too fast a speed. The beginning students should be taught to start mixing with the lowest speed, then progress one speed at a time to the desired speed. Using too fast a speed can result in flying ingredients and wasted food.

Push the switch to start (and stop).

Caution students against putting anything — including their hands — into the mixer while it is ON. The mixer is extremely powerful and every safety precaution must be followed. The mixer must be stopped to scrape the sides of the bowl. It should also be stopped to add more ingredients.

4. How to clean the mixer.

Be sure the motor is OFF.

In cleaning any piece of large equipment, the student must be taught to check that the motor is off. Deaf students should be taught to feel for vibrations or any visual signs to determine that the machine is not running. Safety is the first and most important part of any learning experience.

Remove the bowl and beaters.

When the food has been mixed, the lever or wheel at the side of the machine must be used to lower the bowl. Next, the beater must be removed. Because of the design of the mixer, the bowl cannot be removed by lifting it from the pegs. The bowl and beater should be washed as soon after emptying as possible. This prevents food from drying on the beaters and bowl and makes them much easier to clean. Hot soapy water should be used to wash the bowl and beater. They must be rinsed well. A damp cloth should be used to wipe any splashes or spills from the machine, and it should be dried to prevent water-spotting.

Class Activities:

1. Take the students into the kitchen to see the mixers. Demonstrate how each is turned on and off, how the bowl is raised and lowered, and the speeds.

2. Stress the importance of being safe. List the following safety precautions on the chalkboard.

    1. Do not pinch your fingers under the bowl.

2. Do not put your hands or tools in the bowl while mixing.
3. Be certain the machine has stopped before changing the speed.
4. Do not put large pieces of food into the mixer at one time. This will harm the machine and cause the food to jump from the bowl.
5. Get help when using the large mixer. Do not try to lift the bowl by yourself. Use a bowl truck.

Have the students copy these precautions into their notebooks.

3. Have the students practice putting the bowl and beater on the small mixer. Advise and correct as necessary.

UNIT VII - USE AND CARE OF LARGE EQUIPMENT

Lesson 4 - Food Chopper

Objective: To learn how to use and clean the food chopper.

Key Points:

1. The FOOD CHOPPER is used to cut food into small pieces.

The student is seldom familiar with the food chopper. Samples of foods which have been chopped in the machine may make it easier for the student to comprehend what the food chopper does. For example, chop half a head of cabbage in the food chopper. Show the students the half which has not been chopped; show them the other half that has been chopped. What food do we eat made from chopped cabbage? Ask the students to name several other foods they believe were chopped in the food chopper.

2. The food chopper has very sharp knives that cut the food into small pieces.

Safety must be emphasized. Show the students the cutting knives from the food chopper. Explain that these sharp blades turn very fast to cut the food. Students must be taught to keep their fingers away from the turning bowl at all times.

3. How to use the food chopper.

Place the food to be cut into the bowl.

The bowl of the food chopper holds the food. It turns to permit all food to be cut. Overfilling the bowl may result in packing of the food around the blade, which prevents cutting. When this happens, food begins to back up in the bowl. Often the first impulse of the operator is to grab the food to prevent it from spilling over the bowl. This is an extremely dangerous situation, which can easily lead to chopped fingers. Students must be warned never to put their hands into the bowl when the machine is running.

Turn on the machine.

This turns the bowl and the knives. The knob on the back of the machine which holds the cover tight must be turned to release the safety lock, which then permits the machine to start when it is turned on. If all is not tight, this safety lock will prevent the machine from running.

Let the bowl turn until all the food is chopped.

The texture and amount of the food to be chopped will determine the amount of chopping needed. The food should be watched to prevent overchopping.

Turn off the machine.

Before any food can be removed from the bowl, the food chopper must be stopped. The cover may be lifted to remove the food. Caution must be taken to prevent getting cut on the sharp knives.

4. To clean the food chopper.

Clean cloths to wash and dry the machine and hot water and detergent will be needed.

Remove the knives.

The cover has been lifted to remove the food. The knives should be removed as soon as possible to prevent any accident. A large knob holds the knives in place. The knives should never be dropped into soapy water. They should be washed carefully and thoroughly, and put in a safe place.

Remove the bowl. Wash and dry it.

The bowl is extremely heavy. It can be removed for cleaning, but students must be careful. The top that guards the knives can also be removed for cleaning. It too is very heavy and must be handled with care. These parts should all be washed in hot soapy water to remove all food, then rinsed thoroughly and dried.

Use a damp cloth to wipe the machine.

Sometimes food spills over the bowl onto the machine. Always leave the machine clean and ready for its next use. Cover the food chopper to keep dust and foreign matter out.

Class Activities:

1. Demonstrate the use of the food chopper. Explain how the knives are put into place and tightened. The safety lock on the back of the machine must be tight or the machine will not start.

2. Stress safety and keeping hands out of the bowl when it is on. Point out the safety warning which is posted on the machine.

3. Have each student assemble and disassemble the food chopper.

Additional Questions:

1. What chops the food in the food chopper?

2. What should you do if food becomes caught in the knives?

3. If the food chopper will not start, what must you do?

4. When cleaning the food chopper, what parts can you remove?

UNIT VII - USE AND CARE OF LARGE EQUIPMENT

Lesson 5 - Food Slicer

Objective: To learn how to use and clean the food slicer.

Key Points:

1. The FOOD SLICER is used to cut meat, cheese, and other foods into slices.

The food slicer cuts uniform slices of food. The students will use it most frequently for preparing meat and cheese for sandwiches. However, it might also be used for slicing breads, tomatoes, cucumbers, pepper rings, onions, lettuce, and thin slices of carrot to make carrot curls.

2. The food slicer has a very sharp, round blade.

Again the key factor is safety. The blade on the food slicer is exposed where the food carriage meets the blade. The blade rotates to cut; this is extremely dangerous. All students must understand the importance of keeping their hands from this area. The food slicer is equipped with many safety devices. The student must learn to use these.

3. How to use the food slicer.

Set the size of slice you will cut.
The black dial at the side of the machine sets the size of slice. The lower numbers cut very thin slices; as the number increases the slice becomes thicker. The very lowest numbers are excellent for cutting carrot curls, while the highest numbers can be used for slicing items such as Italian bread.

Turn on the machine.
The machine is started by a switch at the side of the machine. An amber light indicates the machine is on.

Use the feed grip.
This is probably the most important safety device on the food slicer. It holds the food in place while cutting. It should <u>always</u> be used; the bare hand should never be used.

4. How to clean the food slicer.

Clean cloths to wash and dry the machine and hot soapy water will be needed.

Be certain the motor is OFF.

A good work habit is to remove the plug from the socket. This way the machine cannot be accidentally turned on while it is being cleaned.

Remove the covers that fit over the blade.

These covers often collect food under them and should be thoroughly washed and dried. Special tight screws hold the covers in place and must be loosened to remove the guards.

Clean the blade with hot, soapy water. Rinse it well.

The blade is completely exposed at this time. Extreme care must be exercised.

Put the covers back over the blade.

The exposed blade should be covered immediately after it has been cleaned to prevent a serious accident from occurring.

Wash and dry the machine and table.

Students must learn to leave all equipment clean and ready for use again. The area around the machine must also be left clean.

Class Activities:

1. Demonstrate the use of the food slicer. Stress safety. Also demonstrate how the machine comes apart for thorough cleaning.

2. Ask each student to set the dial on a given number.

3. Have the students slice foods as needed, using the food slicer.

UNIT VII - USE AND CARE OF LARGE EQUIPMENT

Lesson 6 - Toaster

Objective: To learn how to use and clean the toaster.

Key Points:

1. Toast is made in a TOASTER.

Relate the big toaster pictured in the student manual to the small toaster used at home. Explain that toast is usually served at breakfast; however, in hospitals and nursing homes people may have toast at other meals.

Toast tastes best when it is hot; therefore, it is important that it not be made too early. Cold toast may be damp and soggy or very hard. How do you like your toast?

2. To make toast we must follow these steps.

Turn the toaster ON.

The on-off switch is usually located on the side of the toaster. When the toaster is started, the racks for holding the bread will begin to rotate, and the heating coils will begin to heat.

Set the dial on the side of the toaster to #5.

The temperature regulator, located at the side of the toaster, determines the darkness or lightness of the toast. Students should be taught to check this dial before they begin preparing toast. The number on which a particular toaster is set will often vary with the machine. Stress the importance of permitting the machine to become heated <u>before</u> starting to make toast. If the toaster is not hot, the first pieces might be very light, but as time passed pieces would become darker.

Wear plastic gloves to place slices of bread on the RACKS.

Whenever possible discourage the use of hands and encourage the use of tongs or gloves in handling food. If a large quantity of toast is to be prepared, a pair of cotton gloves might be provided to prevent burned fingers and speed removal of the toast. These gloves would be used strictly for toast preparation and should be laundered often.

When breakfast is over, turn the toaster OFF.

Students need to be reminded that it is their responsibility to turn the toaster off when they have finished their work. It is necessary that the toaster be given time to cool before they clean it. The toaster is very hot and a burn could result if it were not permitted to cool.

3. When the toaster has cooled, empty the crumbs from the crumb tray.

This tray lifts out easily from the toaster. Crumbs can be brushed out, then the tray should be thoroughly washed and dried.

All crumbs should be brushed from the racks and inner part of the toaster. The outside of the toaster should be wiped with a damp cloth, then dried. Also wipe the table or counter on which the toaster stands to remove all crumbs.

Class Activities:

1. Show the students the toaster or toasters. If smaller institutional pop-up toasters are available, also introduce these.

2. Demonstrate the use of the toaster, including how the temperature dial affects the darkness and lightness of the toast.

3. Have students prepare toast.

UNIT VIII - INTRODUCTION TO FOOD PREPARATION

Lesson 1 - Measurement

Objective: To learn how to measure foods.

Key Points:

1. Food PREPARATION is making food ready for people to eat.

In Unit I, Lesson 1, the students learned that to prepare food is to make food ready to eat. The word "preparation" must now be introduced and related to the word "prepare."

2. Before you can prepare food, you must know about measurement.

Measurement is finding the size or how much there is of something. Measurement is essential to produce a uniform product. It avoids waste and inconsistency. The quantity (determined by measuring) is as important as the ingredients that go into the preparation of the food. No one can estimate or guess and expect a high-quality product.

3. Let's learn about small equipment used to measure.

Measures are metal containers.

Measures are round, lipped, side-handled measuring containers, accurately graduated, usually in quarters. They are used for the accurate measurement of liquids and some dry ingredients. Measures are available in gallon, half-gallon, quart, pint, and one-cup sizes. Some foods that are best measured in these containers include sirups, melted fats and oils, milk, juice, and other liquids. The inside of the measure can be coated lightly with oil to assist in emptying out thick liquids. Thick liquids should be poured, not dipped into measures.

Measuring spoons are used to measure liquid and dry foods.

Measuring spoons are accurately calibrated spoons, usually linked together in a set of four---1 tablespoon, 1 teaspoon, ½ teaspoon, and ¼ teaspoon. To measure by spoon, one should dip the spoon into the container of ingredient to be measured, heaping it without packing; then level it off with a spatula.

Stacked measuring cups are used to measure dry foods.

Stacked measuring cups are accurately calibrated cups in a set of four---1 cup, 1/2 cup, 1/3 cup, and 1/4 cup. In food-service work, they are used for measuring dry ingredients such as sugar, salt, and flour.

To measure by cup, fill the cup lightly until overflowing, then level off with a spatula. Flour must be sifted before measuring; dry milk, leavening agents, and sugar are never sifted before measuring. If brown sugar is lumpy, roll it between wax papers or heat it gently in the oven before measuring. When measuring brown sugar, pack it firmly into the measuring cup. Dry milk, baking powder, and graham flour often pack; these items should be stirred before measuring.

- A scale is also used to measure dry foods.
  The scale is an accurately calibrated piece of equipment which tells how heavy something is---the weight. Scaling is more accurate and, once it is learned, takes less time than measuring in cups or spoons. Dry ingredients are usually scaled and then sifted together. For the best results, weigh only one item at a time.

Class Activities:

1. Practice measuring liquids, using measures. Water may be used as the liquid.

2. Practice measuring dry ingredients, using measuring cups and spoons. Salt, flour, or sugar can be used.

3. Practice weighing foods, using a scale. If a pan is used rather than wax paper to hold the food, explain the importance of allowing for the weight of the pan.
   Use Transparency 11, "Weighing Food on a Scale," to help students differentiate between ounces and pounds. Using the scale is very new to most students, and extra time must be allowed for learning this method of measurement.

UNIT VIII - INTRODUCTION TO FOOD PREPARATION

Lesson 2 - Abbreviations

Objective: To learn about abbreviations.

Key Points:

1. An ABBREVIATION is a short way to write a word.

   Many abbreviations are used in food-service work to save time and space on recipe cards, menus, and other forms. The student must learn the abbreviations or symbols, if she is to accurately follow recipes or perform written duties. The abbreviations listed in the student manual are some of the more commonly used ones. It is important that each student learn the abbreviations and be able to identify them in her work. Others may need to be added, if found to be used frequently.

   For example:

   slice - sl.
   and - &
   cream - cr.
   minute - min.
   pound - #
   number - # (Explain that this symbol used before a number (#10) means number, but used after a number (10#) means pounds.)

Class Activities:

1. Show the students recipe cards, menus, and written instructions containing abbreviations. Ask them to make a list of the abbreviations they find.

2. Follow this lesson with a quiz to test student knowledge.

3. A form of "flash cards" can be prepared to help the students learn the abbreviations. One side of the card contains the word, the other side the abbreviation.

UNIT VIII - INTRODUCTION TO FOOD PREPARATION

Lesson 1 - Equivalents

Objective: To learn equivalents you will use in food service.

Key Points:

1. We have learned about tools used to measure.

   At this point, it is well to review the tools used in measurement. Ask students to name these tools, or have them available for students to identify.

2. We can save time in food preparation if we know equivalents.

   Equivalents are equal things; different ways to get the same amount of something. A demonstration will make the understanding of equivalents and the time-saving clearer. Write the definition of equivalents on the chalkboard before starting.

3. Equivalents

   Carefully discuss liquid and dry equivalents. As each equivalent is discussed, demonstrate that each is true. Use Transparency 12, "Measures," to help the student better understand how they are related to each other. Measures are used a great deal in food preparation. They are an important tool in achieving a high-quality product and must be thoroughly understood.

   Equivalents are very difficult for deaf students to understand. Much time must be allotted for comprehension of this lesson.

Class Activities:

1. Have students measure liquid and dry equivalents to prove their correctness.

2. Use a stop watch or other timing device to time the students as they measure first with the smaller measure, and then with the larger. Which is faster and easier?

3. Ask students to learn equivalents. Follow up by testing.

4. Prepare flash cards to help students learn equivalents.

5. Milk cartons and measures can be used to compare different sizes. Which is bigger, a pint or a quart?

UNIT VIII - INTRODUCTION TO FOOD PREPARATION

Lesson 4 - The Recipe

Objective: To learn about a recipe.

Key Points:

1. The RECIPE tells you what to do. It tells you the way to make something to eat.

Recipes are essential in maintaining quality and cost control to standards set by the institution. The student must realize that recipes must be followed exactly to obtain a desirable product every time. They also produce a certain amount, thereby guaranteeing the exact amount of food needed. Carelessness in following a recipe can lead to waste and loss of time, and can result in a very poor product.

2. The INGREDIENTS are foods used in a recipe.

Every recipe will contain a list of ingredients and the amount of each ingredient to be used. Stress the importance of the amount. Amounts are given by volume or weight and must be measured or weighed. The importance of using the right form of each ingredient must also be stressed.

3. The recipe also tells you how to make the food by giving DIRECTIONS.

The way in which ingredients are combined can have a definite effect upon the finished product. For this reason directions must be followed step by step. Careful reading of a recipe before starting preparation must be emphasized.

4. YIELD---how much of a certain food you will have when it is ready to serve.

If 200 people are to be served 1/2 cup of gelatin, care must be taken to follow the recipe so that there will be 200 1/2-cup servings when it is served. Care must also be taken when portioning the food to be certain that each serving is the proper amount. What would happen if there were not enough? If there were too much?

Class Activities:

1. Show simple recipes on the overhead projector. Ask each student to name the ingredients and amounts to be used. Then discuss when each food is to be added. What is the yield of each recipe?

2. Show the students where recipes are kept in the kitchen and how they are filed.

3. Show students recipes in books.

4. Post on the bulletin board terms and simple definitions, such as the ones listed below, for students to use as a reference.

FOOD CUTTING

	Method	Meaning	How to do
1.	Slice	Cut thin but wide pieces of food.	Slice by using a slicing machine or utility knife. Move the knife back and forth like sawing.
2.	Chop	Cut into uneven pieces.	Cut on cutting board. Use a utility knife. Make short, sharp cuts.
3.	Dice	Cut into cubes.	Use a cutting board. Use a utility knife or slicer. Move knife back and forth like sawing. Make pieces about ½ inch square.
4.	Mince	Chop into very small pieces.	Use a food chopper or utility knife and cutting board. Do the same as to chop.
5.	Julienne	Cut into long, thin strips.	Use a utility knife or slicer. Cut into long, thin pieces by moving the knife back and forth.
6.	Grate or Shred	Make small pieces by rubbing on a grater.	Use a box grater or the special part on the side of the food chopper.

UNIT VIII - INTRODUCTION TO FOOD PREPARATION

Lesson 5 - Following a Recipe

Objective: To learn how to follow a recipe.

Key Points:

1. It is very important that you follow the recipe EXACTLY.

Again stress that desirable results can only be possible when all the ingredients, amounts, and directions are carefully read and followed. The food will taste good and look nice IF every step is done exactly or perfectly.

2. Do not guess!

It should be made clear to every student that if she does not understand a particular part of a recipe, she should ask about it. "Never do something because you think it is right, but do not really know."

3. We must follow these rules:

Read through the whole recipe before you start to prepare the food. This is probably the most important step of all, yet it is the hardest for most students. The tendency is to jump right in and to begin mixing foods before they have read to determine how it is done.

Know words and amounts before you begin.
In the beginning it is the teacher who must take the responsibility of defining any new words which may appear in a recipe. Every recipe must be carefully checked to determine new terms. Each new term should be thoroughly explained, and demonstrated if possible.

Get out all the food and equipment needed.
Organization at this point can eliminate rushing and confusion once preparation has begun. If everything is ready, then preparation becomes a matter of assembling.

Use exact measurements.
This point has been stressed before and should be emphasized as much as possible. Exact measurements are a must.

Follow each direction in ORDER.
Use an example here such as---following a recipe is like going up a stairway. You must go up one step at a time. You cannot take the top step until you have taken those before it.

Class Activities:

1. Again show recipes on the overhead projector. Ask students to determine what foods and equipment they need to prepare the recipes.

2. Use Transparency 13, "Following a Recipe," to stress the rules of this lesson.

3. Discuss the directions for one recipe in detail.

4. When a student has followed a recipe and prepared a food, she should taste that food to see that it is a desirable product. Use Transparency 14, "Tasting Food," to emphasize correct tasting procedure.

UNIT IX - DESSERT PREPARATION

Lesson 1 - Gelatin

Objective: To learn how to prepare gelatin.

Key Points:

1. A DESSERT is something that is served at the end of a meal.

In Unit V the students learned about desserts. The definition and a discussion of some kinds of desserts was included in that lesson; these should be reviewed at this time.

2. One dessert we will prepare is GELATIN.

Pictures or a sample of ready-made gelatin should be presented to familiarize the students with the dessert.

3. To make gelatin for 200 people we will need:

Ingredients, small equipment, and large equipment, as listed in the student manual; these should all be discussed. Stress the importance of getting all the ingredients and equipment together before starting to prepare the food. Time and energy will be saved, and less confusion will result in the work area, if there is organization of the work.

4. Directions:

Boil 2½ gallons of water in the steam kettle.
Boiling a large quantity of water in the steam kettle will take less time than boiling it on the stove in a large pan. The water can be drained from the kettle through the faucet at the bottom into a measure or it can be ladled. Impress upon the students the need to use methods which take the least time.

To BOIL water, we must heat it until it bubbles.
The term "boil" must be discussed. Demonstrate how to boil water and be certain that the students <u>see</u> boiling water.

The water must be very hot to DISSOLVE the gelatin.
"Dissolve" is a new term; most students do not know its meaning. They need to realize that if the gelatin does not completely dissolve, the result will be a rubbery layer on the bottom of the molded gelatin.

Now add 2½ gallons of cold water.
It is extremely important that the amount of water added is correct. Too much water will prevent the gelatin from setting;

too little water will result in a tough, over-firm product. At times fruit juice may be combined with cold water or it may replace the water entirely.

Place each pan in the refrigerator to SET.
Define the terms "set" and "firm." Explain how gelatin sets as it becomes cool, but that if it were heated or became warm it would melt and become liquid again.

Class Activities:

1. Have the students prepare plain gelatin.

2. Demonstrate how gelatin that is set melts when exposed to heat. Return the melted gelatin to the refrigerator to show that it will reset.

3. Gelatin does not always need to be a dessert. At times gelatin may be used in making a salad. Have students prepare a gelatin salad by adding fruit or vegetables.

4. More advanced students may be asked to prepare a dessert with a gelatin base to which whipped cream is added, or a salad to which cream or cottage cheese is added.

5. Use Transparency 15, "Dessert Preparation," to help define the term "boil." Mask out other terms not used in this lesson.

UNIT IX - DESSERT PREPARATION

Lesson 2 - Plain Pudding

Objective: To learn how to make plain pudding from a mix.

Key Points:

1. To make plain pudding for 200 people you will need:

The ingredients, small equipment, and large equipment, as given in the student manual; discuss all of these. Stress the need to use correct measurements. Ask the students to identify the gallon measure.

2. Directions:

Place one gallon of cold milk and 5 packages of pudding mix in the mixing bowl.

The pudding mix should be dissolved in cold milk, making a smooth paste to be added to the hot milk. This will prevent a lumpy pudding. Because it is a quick and efficient means of mixing, a wire whip is suggested.

Measure 4 gallons of milk into the steam kettle.

Stress the importance of using exact measurements. Too little or too much liquid will cause a poor, unacceptable product. Examples of very thin or extremely thick pudding might be shown to emphasize this point.

Heat the milk.

Stress safety and care in using the steam kettle. Also explain that failure to watch the milk as it heats may result in scorching. It need not boil, but should be made warm. The milk is heated to reduce the cooking time.

Add the cold, smooth mixture slowly to the hot milk. STIR CONSTANTLY.

It is extremely important that the mixture be stirred constantly to prevent lumping and burning. Puddings should not be beaten or stirred hard; they should be stirred gently yet thoroughly. A pudding can be overmixed, which results in a gummy, pasty feeling on the tongue. Cooking a pudding causes it to thicken or gel. The starch in the mixture causes it to thicken as it cooks; too little cooking will produce a thin pudding.

Turn off the heat.

If the steam kettle is turned off, further cooking of the pudding will be prevented. The pudding should be put into counter pans or other containers and not left in the steam kettle.

Cool the pudding.

As the milk cools, a skin will form on the top. This skin formation can be prevented by placing wax paper or plastic wrap directly over the pudding or by sprinkling a small amount of sugar over the top of the pudding.

The pan should also be covered with a cloth or paper to prevent any foreign substance from coming into contact with the pudding.

Class Activities:

1. Demonstrate how pudding is to be made from a mix.
2. Have the students make pudding, using a mix.

Additional Questions:

1. Must the milk be heated first?
2. Name two mistakes which would make the pudding thin.
3. How can we keep a skin from forming on the top of the pudding?
4. Name three flavors of plain pudding we make.

UNIT IX - DESSERT PREPARATION

Lesson 3 - Whipped Toppings

Objective: To learn how to prepare whipped toppings.

Key Points:

1. Whipped topping is something you add to a dessert.

Whipped topping is usually added to a fruit crisp, pudding, or gelatin dessert to make it more attractive and to add sweetness. Whipped toppings may be made from heavy cream (38% fat), evaporated milk solids, packaged topping mixes, or frozen topping concentrates. Sugar and vanilla or other flavorings usually need to be added, but sugar may be included in the prepared topping mixes.

The quality of the whipped topping will depend upon the basic ingredients and the care used in its preparation.

2. To whip the topping we need: ingredients, small equipment, and large equipment.

The student manual lists ingredients for making whipped cream and a packaged topping mix. The amount of cold milk used in the topping mix will depend upon the brand. The directions on the package should be carefully followed.

The equipment for preparing either topping is the same. A rubber scraper is needed to scrape the sides and bottom of the bowl. Measuring equipment is needed for accuracy, and a small mixer with a whip is needed for mixing the topping.

3. Directions and things to remember.

Cool the mixing bowl and beater in the refrigerator.

The aim in making whipped topping is to clump the fat particles together. At lower temperatures (below 50 degrees F.), the viscosity of the fat particles is increased and results in clumping. Cooling the bowl and beater helps to keep the liquid cool and increases whipping properties.

Empty the ingredients into the bowl. Put the mixer on the slowest speed.

To prevent topping from splashing all over the kitchen, advise students to begin mixing at the slowest speed and gradually increase the speed. A towel or cloth cover might be used over the mixer to prevent excessive splashing.

Watch the topping all the time. If it whips for too long, it will become dry. Whipped cream can become lumpy.

Whipping any topping too long will make it look dry and stiff.

Overbeating cream will result in too much clumping of the fat particles, and the formation of butter. To prevent this it is necessary to watch the cream as it whips and stop beating when the whipped cream piles softly.

Slowly add the sugar. Then add vanilla.

Sugar tends to decrease the volume and stiffness and increase the time needed for whipping the topping. Therefore, sugar and flavorings should be added after the topping has reached the desired stiffness.

Class Activities:

1. Demonstrate the correct procedure for making either whipped cream or packaged topping mix, as outlined in the student manual.

2. Show the students the different products from which whipped toppings can be made. If possible, have toppings prepared from each product. Have students sample and compare them.

3. Have several students prepare whipped topping from evaporated milk. It is extremely important that evaporated milk be well chilled for it to whip. The same procedure for mixing is used as stated in the student manual. Because of its very poor holding qualities, topping made from evaporated milk must be used immediately.

4. Have students prepare whipped topping from dry milk solids. The following method is suggested.

   To prepare approximately 1 gallon of topping, use 1½ cups dry milk or 2 cups instant dry milk, 2 cups ice water, ½ cup lemon juice, 1 cup sugar, and desired flavorings. Combine the dry-milk solids and ice water; mix rapidly. When a soft peak is formed (after approximately 3 to 4 minutes), add the lemon juice; beat to a stiff peak. Fold in sugar and flavorings. Keep well chilled. Because the stability of the foam is only fair, it tends to break down with time, so it should be used as soon as possible.

Additional Questions:

1. Name four things from which whipped topping can be made.

2. What will you make if you mix whipped cream too long?

3. Where do you keep whipping toppings after you beat them?

4. What kind of beater do you use on the small mixer to make whipped toppings?

UNIT IX - DESSERT PREPARATION

Lesson 4 - Fresh Fruit

Objective: To learn how to prepare fresh fruit.

Key Points:

1. Fruit is the part of certain plants that you can eat.

Ask the students to name fruits. Show pictures of fruits and present actual pieces of fresh fruits that are available.

2. Fresh fruit is fruit as it is picked.

Present fruit in fresh, canned, and frozen states. Describe how they differ, due to the way in which they were preserved. Have students taste several kinds of fruit in the three forms. How are they alike? How are they different?

3. We must be careful when preparing fresh fruit.

Fresh fruit served as a dessert should be tart or sweet and full of flavor. It should add color, texture, and flavor to the meal. Fresh fruit should be served cold. Careful handling will prevent bruising or discoloring; very ripe fruit is easily bruised by squeezing or dropping. Caution the students to use care when working with fresh fruit. Explain the term "bruise." Show them examples of bruised fruit.

4. To prepare fresh fruit, we must follow certain rules.

Wash the fruit to remove the dirt.

Often a fruit may appear to be clean, but it still must be washed. Harmful pesticide residues may remain on the fruit; thorough washing in cold water will remove the residues. Most fruits cannot stand scrubbing with a brush, but can be gently washed under running water or by dipping up and down in a sink or pan of water.

Put the fruit in the refrigerator.

Refrigeration retards enzymatic and chemical reactions which hasten ripening and lead to spoilage. Before storing fruits be certain that all spoiled and bruised pieces are removed. Tropical fruits such as bananas should not be refrigerated.

Fresh apples, bananas, peaches, and pears turn dark when they stand after being cut. Dip them into lemon juice or pineapple, orange, or grapefruit juice. This will keep them from turning dark.

Darkening of the fruit occurs when the peel is removed and certain enzymes within the fruit come into contact with the

air (oxidation). The acidic properties of the juices retard this process and prevent darkening of the fruit.

Put berries in a colander. Wash by lifting up and down in cold water. Remove any bad berries.

The up-and-down motion will gently wash the fruit. Only 1 or 2 quarts should be washed at a time. This will allow for the water to surround and wash each berry. Sort and examine the berries to be certain no bad ones are included in those to be served. Follow the same procedure for grapes.

Citrus fruits have many sections.

Name the common citrus fruits---oranges, grapefruit, and lemons. Demonstrate the correct procedure for sectioning citrus fruits. Follow each step as presented in the student manual. Define the terms "section" (both noun and verb), and "slice" (both noun and verb).

Stress the need for safety in using the knife. Use Transparency 16, "Knife Safety," to emphasize the importance of using a cutting board and to show how the knife is to be cleaned.

Class Activities:

1. Use Transparency 15, "Dessert Preparation," to aid in defining terms in this lesson.

2. Have students peel an apple or banana and cut it into small pieces. Expose several pieces to the air by placing them on wax paper; dip several pieces in pineapple, orange, or grapefruit juice; and dip the remaining pieces in salt water. Let them stand for a period of time to determine which methods are best for keeping fruit from turning dark.

3. Have students prepare various kinds of fresh fruit, as the menu permits.

4. Show filmstrips #5 and #6 from the series, "The Food We Eat," prepared by Captioned Films for the Deaf.

Additional Questions:

1. A _____ is a small piece of citrus fruit.

2. You will _____ a grapefruit when you cut it into sections with a paring knife.

3. A _____ is a thin, flat piece cut from something.

4. You can _____ a lemon into thin, flat pieces with a sharp knife.

UNIT X - SALAD PREPARATION

Lesson 1 - Salads

Objective: To learn about salads.

In Unit V, the students learned that a salad is a food usually served cold that adds flavor and color to a meal. Review the introductory material in Unit V, Lesson 6, before beginning this lesson.

Key Points:

1. Most salads are made of fruits or VEGETABLES.

Although there are many variations of salads, most salads are basically fruit or vegetable. Main-course salads contain larger quantities of protein foods---meat, cheese, or eggs---than do regular salads. Explain that main-course salads are also usually larger than regular salads. Show pictures of various kinds of salads, including molded salads. The student learned to prepare gelatin for dessert in Unit IX; explain that gelatin can also be used in preparing salads.

2. To make salads we must follow certain steps.

Find the recipe.
The beginning student has little knowledge of ingredients and amounts to be used in preparing salads. A recipe should always be made available for the student to follow.

Get all the ingredients and equipment you will need.
Preplanning is very important. If all tools and equipment are gathered before the student begins, confusion and unnecessary steps will be avoided. Use Transparency 13, "Following a Recipe," to emphasize organization of the work.

Be certain all ingredients are fresh and clean.
Like fruits, some vegetables have been sprayed with pesticides, so thorough washing is extremely important. Limp, wilted, old vegetables will result in a poor, limp, wilted-looking salad. All ingredients should be fresh, crisp, and tender. The ingredients should be kept cool to help in keeping them fresh.

Do not stir or TOSS the salad too much.
Overmixing a salad tends to wilt the ingredients and break up the pieces, resulting in a mushy, soft salad. An attractive salad will contain ingredients which are readily identifiable.

Class Activities:

1. Ask the students to name salads and salad dressings. Make a list on the chalkboard of those named.

2. Use Transparency 17, "Salad Preparation," to help in defining new terms.

Additional Questions:

1. From what foods are most salads made?

2. What is the name of the salad which contains meat, fish, eggs, or cheese?

3. What does a recipe tell you?

4. Why should you get out all the ingredients and tools before you begin to make the salad?

5. Do fruits and vegetables need to be washed? Why?

6. What happens to a salad that is mixed too much?

Lesson 2 - Relishes

Objective: To learn about relishes and how to make them.

Key Points:

1. A RELISH is a kind of salad.

Relish is a food served with other foods to add color and flavor. Carrot and celery sticks are two of the more common relishes; their preparation has been included in this lesson.

2. To make carrot sticks:

Discuss the ingredients (carrots) and small equipment needed to prepare carrot sticks, as listed in the student manual. Explain to the students the area in which they are to work when preparing carrot sticks. Most institutional or commercial kitchens have an area which is designed to be a vegetable preparation area. This area usually includes a sink or sinks with drainboard and a potato peeler. Other equipment may be included, depending upon the size of the institution.

3. Directions and things to remember.

Wash the carrots to remove the dirt.

Again remind the students of dirt that cannot be seen. Cool water is suggested rather than cold, because it is easier on the hands. Warm or hot water will make the vegetables limp. A little salt in the wash water will make the vegetables easier to clean; however, this is not suggested for hospitals or nursing care centers where modified diets are used. A good stiff brush will not harm carrots or most other vegetables and is an excellent means for removing soil.

Cut off the stem and tip with a paring knife. Peel each carrot, using a peeler. Use a utility knife to cut the carrots into sticks.

Show the students each of the knives to be used. Demonstrate their use. Emphasize cutting down or through a food onto a cutting board and peeling away from oneself. Explain the dangers of holding the food in the air and cutting, cutting towards oneself, and peeling towards oneself.

A garnisher may also be used for cutting carrots.

The use of a garnisher will add variety to a relish platter. Again show the students how the tool should be used. The garnisher is easier to use if it is rocked through the carrot rather than pushed through the entire carrot at one time. Be certain all cutting is done on a cutting board.

4. To make celery sticks:

The ingredients will be celery, and the small equipment will be the same as that used in making carrot sticks.

5. Directions and things to remember.

Cut the bottom from the celery to SEPARATE the stalks.
The bottom of a bunch of celery is a solid piece. Show the students how the stalks separate when this solid piece is removed. Define the term "separate."

Wash the celery.
The same procedure should be used as explained for washing carrots. The students should know that celery will have pesticide residues on it as well as visible and invisible dirt.

Cut away leaves and DAMAGED parts.
Demonstrate how leaves are removed. Point out that care must be taken not to be wasteful. Leaves may be saved for use by the cook in soups or in roasting meats. Define "damage" and the need to remove any bad parts from the celery.

Use a peeler to remove stringy portions.
Celery contains large amounts of cellulose and so is often stringy. It is not desirable to serve it in this condition. The stringy portions can be easily removed with a peeler.

Cut into sticks about 3 to 4 inches long.
Use a ruler to show the students the desirable length. If the sticks of celery are very wide, they may be cut lengthwise into several pieces.

6. Place the carrot and celery sticks in ice water to make them CRISP.

Relishes must be served looking fresh and crisp; a limp, dry-looking relish is very unappetizing. Soaking in ice water crisps the vegetable; however, soaking for an extended time (overnight or several days) will result in great loss of nutrients and a water-logged flavor.

Class Activities:

1. Have students prepare carrot and celery sticks.

2. The more advanced students might make carrot curls. Use the food slicer to cut thin, lengthwise slices. Roll the slice into a curl; hold with a wooden pick; place in ice water.

3. As variations to this lesson, have the students prepare stuffed celery and make celery fans.

4. Garnishes for food made from vegetables such as radishes and peppers are also similar to relishes in preparation. They might also be included in this lesson if time is available and there is a need. Usc Transparency 18, "Garnishes," to familiarize the students with various kinds of vegetable garnishes.

UNIT X - SALAD PREPARATION

Lesson 3 - Greens

Objective: To learn about salad greens and how to prepare them.

Key Points:

1. Salad GREENS are leafy vegetables used in salads.

Define the word "greens"---leaves and stems of plants used for food. Greens are, as their name implies, green in color. Greens add texture and flavor to salads. The five most commonly used greens are included in this lesson. Students should realize that head lettuce is not the only green used in salads. A variety of greens can add new dimension to sal ds.

2. Let's learn about some greens.

Head lettuce (Iceberg lettuce) is the most popular green. It has a solid, firm head which should give slightly when squeezed. The flavor is sweet and mild.

Romaine has a cylindrical or elongated head of coarse, stiff leaves with heavy midrib. It should be a rich green color with sharp, butter-nut flavor.

Curly endive is made up of narrow, finely cut and curled leaves. The outer leaves are dark green, while the center is pale, nearly yellow. Its flavor is slightly bitter. It is often called chicory.

Escarole is a kind of endive with broader, fleshier, less curled leaves. The heart is also yellowish in color. Its flavor is somewhat less bitter than that of endive.

Leaf lettuce has soft, loose, tender leaves which do not form a head. Leaf lettuce is used mainly as an underliner. It has a sweet, delicate flavor.

3. To prepare greens:

All greens must be thoroughly washed to remove all dirt or sand and possible insecticides or fertilizers. Heads can be washed by holding them under running water. Leafy greens are easily and thoroughly washed by swishing them in a sink of cold water, repeating several times, then shaking excess moisture off. All damaged or discolored leaves should be removed during the washing process.

Washed greens should be placed in plastic bags or other closed containers, or wrapped loosely in a dampened towel; then placed in the refrigerator to crisp. Most fresh greens will become crisp in a half hour; however, some greens will require several hours to restore them to the desired crispness. Soaking greens in water will not make them crisp.

Class Activities:

1. Present actual samples of salad greens. Point out the basic characteristics of each. How can one type of green be identified from another?

2. Use Transparency 19, "Greens," to help the students identify salad greens. Later use the transparency to test their knowledge of the greens.

3. Demonstrate the correct methods for washing and cleaning the greens.

4. Have students experiment in making salad greens crisp.
   a. Put washed greens in a plastic bag.
   b. Put washed greens in a closed container.
   c. Put washed greens in an open container.
   d. Place greens in water.

   Put all these in the refrigerator. After one hour ask the students to test the greens for crispness. Which methods are best?

UNIT X - SALAD PREPARATION

Lesson 4 - Tossed Salad

Objective: To learn how to make tossed salad.

Key Points:

1. Tossed salad is made from greens and other RAW vegetables.

The tossed salad described in the student manual is just one of many variations which can be prepared. The season and availability of greens and other fresh vegetables will determine what the salad will contain. Define the term "raw." Students may better understand the words "raw" and "fresh," if they are compared. "Fresh" was used in discussing fruit in an earlier unit.

2. Ingredients and equipment.

Discuss the ingredients to be used. A recipe card which the student can take to the kitchen is advisable. Also discuss the equipment that is needed. Stress organization for maximum efficiency in a minimum of time.

More advanced students may use the food slicer to cut cucumbers, onions, and carrots.

3. Directions and things to remember.

Wash and prepare all greens. It is always better to tear greens, <u>not</u> cut them.

Refer to Lesson 3 of this unit for the washing of greens. If the greens were thoroughly washed before storing, they should not be wet again. Demonstrate the correct procedures for tearing each green. If greens are to be cut, the knife must be very sharp. A dull knife bruises the leaf and causes discoloration. To core lettuce, simply strike the core end against a cutting board or counter top. The core can then be easily lifted from the head. Bases of escarole, romaine, curly endive and leaf lettuce should be cut off with a sharp knife. Tear all greens into bite-size pieces. Large pieces of greens are awkward to eat and do not look nice in the salad. Very small pieces lose their identity and often become limp and soggy when dressing is added.

Wash the cucumbers. Peel, using the peeler. Use the utility knife to slice.

Ask one of the students to demonstrate how to peel a cucumber. For added color and interest in the tossed salad, small strips of the peel may be left on the cucumber. Peeled cucumbers can also be scored with a table fork before slicing to add interest.

A utility knife is best for slicing raw vegetables, because it is heavy and durable. A slicer can be used but it is not as safe, because its thin, long blade is not made for cutting raw vegetables. More experienced students may use the food slicer for cutting the cucumbers.

Cut the stem from each radish. Use a paring knife. Wash and cut into thin slices.

Most packaged radishes have had most of the stem removed; however, the root is still intact. Instruct the students to remove the remainder of the stem, but not the root. Remove all blemishes. The radish is small, so a paring knife is best for cutting it. Instruct the student to use a cutting board. Holding the radish by the root, lay it on the board and cut down through the radish. Students often hold the radish in their fingers to slice, resulting in cut fingers.

Sharp knives are a must. Dull knives are extremely dangerous and cause many accidents, because of the force and awkward positions used in trying to make them cut.

Use a utility knife to cut the root from the onion. Cut the onion into thin slices.

If only the root end is cut from the onion, the student can hold the stem end while cutting the onion into slices. This will prevent cut fingers. Remind students to remove the outer skin of the onion before cutting the onion into slices.

Wash each tomato carefully. Use a paring knife to remove the stem and any bad spots. Use a utility knife to cut it into wedges.

Stress the importance of washing the tomato before removing the stem. A tomato cannot take the hard scrubbing with a brush that most other vegetables do. Care must be taken in washing and handling the tomato, not to damage it.

After washing the tomato, remove the stem and any soft, damaged spots or blemishes. Define the term "wedge." Demonstrate cutting a tomato into wedges and show the students one wedge.

Place all the ingredients in the refrigerator; cover with a damp cloth.

The salad ingredients must be kept cool and served cool. Usually it is easiest to cover a large container of salad with a damp cloth. Smaller quantities might be enclosed in a plastic bag.

Just before serving the salad, add the dressing. Toss lightly.

Salad dressing should be added just before serving, or at the table when possible. The ingredients in the dressing draw out water through the cell walls of the greens, causing them to wilt and become limp and soggy. Overmixing will mash and

break the salad ingredients and destroy the fresh, crisp look of the salad.

Class Activities:

1. Use Transparency 17, "Salad Preparation," to refresh students' memory of old terms and to help define new terms used in preparing tossed salad.

2. Take the students to the kitchen; show them the area in which salads are to be prepared. Take them into the refrigerator to find the vegetables they will need to prepare tossed salad.

3. Have the students prepare tossed salad.

4. When the salad is prepared, take out one serving. To this serving, add dressing; then place it in the refrigerator. At serving time, compare this serving with the rest of the salad. Which is more desirable?

Additional Questions:

1. Does an onion need to be peeled?

2. Why do all vegetables need to be washed?

3. Should tomatoes be scrubbed with a brush?

4. What is a raw vegetable?

5. Why is salad dressing added just before the salad is served?

UNIT X - SALAD PREPARATION

Lesson 5 - Coleslaw

Objective: To learn how to make coleslaw.

Key Points:

1. Coleslaw is a salad made from raw cabbage.

Show the student a head of cabbage. Cabbage and lettuce are often confused by the students. Explain the differences. Have the students look carefully at each. A head of cabbage is much heavier and firmer than a head of lettuce. Cabbage is also lighter in color, and the leaves are thicker and more brittle.

2. To make coleslaw we need: Ingredients, small equipment, and large equipment.

Discuss all the ingredients and equipment needed, as listed in the student manual. Again stress the need for organization to save time and steps.

3. Directions and things to remember.

Remove the outer leaves and wash the cabbage.

Cabbage, like other vegetables, must be washed thoroughly before it is used. Usually the coarse outer leaves are still attached when it is delivered; these should be removed. Cool water should be used to avoid wilting the leaves. Soaking the cabbage will result in vitamin loss.

Cut each head of cabbage into 4 or 6 pieces. Remove the hard white center.

Demonstrate how cabbage should be cut into wedges. The number of wedges will depend upon the size of the cabbage. Small heads may be cut into 4 pieces, larger heads into 6 pieces. The core of the cabbage should be removed. Remind the students that all cutting must be done on a cutting board.

Use the food chopper to SHRED the cabbage.

Review Lesson 4, Unit VII, on the use and care of the food chopper. Warn the students against overchopping the cabbage. Chopping too much will make the cabbage feel and look like sand.

Add salt and salad dressing to the cabbage. Mix. Place in the refrigerator.

The flavor of coleslaw is enhanced if it is mixed ahead of time and allowed to set for several hours before serving. Cabbage, unlike lettuce and other greens, is not much wilted by the addition of dressing.

Before placing the coleslaw in the refrigerator, it should be covered with a clean cloth, wax paper, or plastic wrap, or placed in a plastic bag.

Variation in color and flavor can be given to the coleslaw if carrots, green pepper, and/or onion is added. These vegetables can be chopped with the cabbage in the food chopper.

Class Activities:

1. Show the students where cabbage is stored. Ask the students to find the salad dressing and salt.

2. Have the students prepare coleslaw. A recipe card should be provided for them, listing all ingredients and the directions for mixing.

UNIT XI - SANDWICH PREPARATION

Lesson 1 - Sandwiches

Objective: To learn about sandwiches.

Key Points:

1. A SANDWICH is a food made with bread and some type of meat, cheese, or other food.

Sandwiches are closed or open-faced; they may also be rolled or cut into fancy shapes. The size and shape of a sandwich will depend upon the time and place it will be served. Sandwiches may be served hot or cold.

This unit deals with the preparation of cold sandwiches made from two slices of bread with spread and filling. Other types of sandwiches should be discussed. Use pictures and food models to familiarize the students with the various types of sandwiches.

2. Cold sandwiches are made with three main ingredients.

Bread

Most often white slices are used in making sandwiches; however, rye, whole wheat, or other types can be used. Sandwich buns or rolls may also be used. A bread of close-grained, firm texture is best for sandwiches. The firmer texture of day-old bread may be desirable. Pre-sliced bread is usually preferable and can be purchased in sandwich or pullman loaves. A two-pound sandwich loaf will yield approximately 36 slices without the end crusts.

Spreads

Spreads are used in sandwiches to enhance the flavor and give moistness to the sandwich. The most common spreads are butter and margarine; however, mayonnaise, salad dressing, cheese spreads, jam, jelly, mustard, or peanut butter may also be used. Care must be taken to prevent soaking the bread. Soft butter and margarine held at room temperature are more desirable spreads than are the same products melted. Sandwich spreads should be soft and plastic, not wet. Wet spreads result in soggy sandwiches.

Filling

There is a wide variety in types of fillings for sandwiches. The student manual lists just a few of the very basic fillings used in sandwiches. Ask the students to name some fillings they have eaten in sandwiches.

Salad sandwiches are bound with mayonnaise or salad dressing. They should be moist but not wet. The salad filling should spread easily and be of good consistency for eating - not so soft that it oozes from the sandwich. Salad fillings should have a fresh and distinct appearance. A suggested ratio is one part chopped vegetable, such as celery and onion, and one part chopped pickle to four parts of meat, fish, or poultry.

All sliced meats or cheese should be cut thin and of a size to fit the bread. Several thin slices are easier to bite through and look more appealing than one thick slice of meat or cheese.

Peanut butter used as a filling is often hard to spread. A smooth consistency which is easy to spread can be achieved by whipping it in a mixer to incorporate air.

Any vegetables to be used in a sandwich should be cleaned and prepared before beginning to make the sandwiches. Tomatoes can be sliced thin on the food slicer. Lettuce leaves can be used, or the lettuce can be shredded by cutting it into thin strips on the food slicer. To do this cut the head of lettuce in half, place the cut edge down on the slicer and cut.

The filling should always cover all the bread.

Beginning students tend to merely flatten a salad filling in the center of the bread, not spreading it to the corners or edges; or they may spread it out over the edge of the bread.

Stress the importance of a neat, well-filled sandwich. The best sandwich can be made very unappetizing merely because it was sloppily constructed.

Class Activities:

1. As this lesson is discussed, use Transparency 20, "Building a Sandwich," to show each part of a closed sandwich.

2. Show students where to find the ingredients they will need for preparing sandwiches.

3. Show frames #1-12 of the filmstrip "Sandwich Preparation," produced by the American Baking Institute.

4. Demonstrate the cutting of meat and cheese to be used in sandwiches, using the food slicer. Also demonstrate the cutting of tomatoes and lettuce.

Additional Questions:

1. Why should soft, not melted, butter be used for sandwiches?

2. Do sandwiches need to be refrigerated?

3. What is a closed sandwich?

4. If there are 36 slices of bread in a loaf, how many closed sandwiches can you make from one loaf?

Lesson 2 - Equipment

Objective: To learn what equipment is needed to make sandwiches.

Key Points:

1. We will make many sandwiches. We must learn to work quickly.

If students do not know the proper equipment to use and procedures to follow, quantity sandwich preparation can be a very time-consuming job.

2. Let's look at the equipment.

Large trays

Large 18" x 24" trays will hold twenty slices of bread without crowding---four rows of five slices. If large trays are used, one student can lay the bread on the tray. Then she can pass that tray to another student, who applies the spread and filling. The tray can then be passed to a third student, who prepares the sandwich for wrapping. Thus an assembly line is formed, with each worker having a specific duty, and the speed of preparing the sandwiches is increased.

Spatula

A small spatula is excellent for spreading the soft butter or margarine to be used. It also works well in spreading salad fillings. However, it is not a knife; the student should not use it for cutting the sandwiches.

Scoop

A scoop can be used for any filling which can be dipped. The use of a scoop insures portion control and uniformity. Stress the importance of using the right-size scoop for the job and filling it properly. The use of a scoop for portion-control is defeated if the student only half-fills the scoop or fills it to overflowing.

Tongs

Tongs (or plastic gloves) should be used to place slices of meat, cheese, tomatoes, or lettuce in a sandwich. Any tool such as the tongs, which eliminates touching the food, should be used. High standards of sanitation must be maintained at <u>all</u> times.

Cutting board and thin, sharp knife

In sandwich preparation as in any other work where a knife is used, a cutting board must be used. If students cut on metal

counters, knives are dulled and counters scratched. In turn the knife becomes unsafe and the scratches in the counter collect dirt, which breeds harmful bacteria. (Review Transparency #16, "Knife Safety.")

Wax paper, plastic film, and sandwich bags

Any of these three wrappings can be used for sandwiches. Availability and where and when the sandwich is to be used, will determine just how the sandwich will be wrapped. All of these wraps are moisture-resistant to some degree. Plastic wrap, being moisture-vapor proof, will keep the sandwich fresh longer. Plastic wrap is also better in that it seals itself and is totally transparent. Wax paper is somewhat easier to handle, but it needs to be heat-sealed or taped; it is somewhat translucent. Sandwich bags can be of either the wax-paper or the plastic variety. The former can be heat-sealed or fastened in some manner. Sandwich bags save labor.

Class Activities:

1. Use Transparency 20-1 from the series "TRAINING THE FOOD SERVICE WORKER." The basic overlay can be shown while the lesson is being given to show the tools to be used in making sandwiches.

2. Display actual tools needed in sandwich preparation on the hook 'n' loop board.

3. Additional time may be required for studying wraps, to help the student positively identify the different types of wraps. Have each wrap available, so that the students can study them closely.

4. Show frames #39 - 42 and 45 - 56 of the filmstrip "SANDWICH PREPARATION," produced by the American Baking Institute, which deals with equipment.

Lesson 3 - Making Sandwiches

Objective: To learn about making sandwiches on an assembly line.

Key Points:

1. When we have many sandwiches to make, we must do it quickly.

Quality and efficiency are major factors that this course is meant to achieve. Sandwich preparation can be a very time-consuming task if there is no organization. This lesson should stress organization of work methods.

2. Let's see how four people can make many sandwiches quickly.

To do this we will use an ASSEMBLY LINE.

The term "assembly line" is new to the students. Time must be taken to explain it in detail. Defining the word "assemble" may help the student to better understand "assembly line."

3. Each worker has one special job to do.

Before any sandwiches are made, each worker is responsible for gathering all the equipment and ingredients she will need to perform her particular task.

Worker #1 - Place slices of bread in four rows on a large tray. Care must be taken to avoid putting too many slices of bread on one tray, thereby squeezing the slices. This worker is also responsible for keeping count of sandwiches made. It is advisable to give the student a paper and pencil to keep count of the number of sandwiches.

Worker #2 - Spread soft butter on each slice of bread. Again stress the importance of using soft, not melted, butter. The spread should be applied with a small spatula or with a table knife if a spatula is not available. Only a thin coat of spread is needed.

Worker #3 - Place the filling on the second and third rows of bread. Soft fillings should be scooped. Slices of meat or cheese should be put into place with a tongs, or the worker might wear plastic gloves and use her hands. Soft fillings should be spread evenly over the slice of bread. Stress the need to spread the fillings to the corners, but not over the edge of the bread. Slices of meat and cheese should "fit" the slices of bread.

Worker #4 - Close the sandwiches. Stack and cut. Begin wrapping. Bread in rows one and four can be quickly placed over the filled slices in rows two and three. Next, the sandwiches should be placed in stacks of three. Larger stacks do not stand well, and are hard to cut. When cutting the sandwiches, care must be taken to avoid squeezing.

The student manual states that sandwiches should be wrapped in plastic film; however, any appropriate wrap may be used. Sandwiches should be wrapped as soon as possible to maintain a high degree of freshness. Sandwiches which are to be used immediately might not need to be wrapped. Type of service will determine the need for and kind of wrap.

4. This is how you wrap sandwiches.

The student manual illustrates how sandwiches can be wrapped using plastic wrap. A demonstration of this method might help the students to understand more clearly.

If wax paper is to be used, the following method is suggested. A) Place an oblong piece of wax paper with short sides parallel to the counter top. B) Place the sandwich in the center with top and bottom crusts parallel to the long sides of the wax paper. C) Bring the ends of the paper together in a "pharmacist's fold." This forms a neat, tight fold. D) Seal by tucking in the ends of the paper, folding the top in first.

5. Place the sandwiches in the refrigerator after they are wrapped.

Most sandwich fillings are perishable and require refrigeration to prevent deterioration. However, refrigeration encourages staling of bread; therefore maximum storage time for sandwiches should be 12 hours at 40 degrees F.

Class Activities:

1. Use Transparency 21, "Making Sandwiches," to illustrate the use of an assembly line.

2. Show frames #67-83, 87-92, and 95-123 of the filmstrip "Modern Sandwich Methods," produced by the American Baking Institute. The remainder of this filmstrip may be shown to increase student awareness of methods used in sandwich preparation.

3. Prepare cold sandwiches to be used in box lunches.

4. Prepare sandwiches for grilling or broiling, such as grilled cheese.

EQUIPMENT LIST

The following list of equipment is adequate for a class in Food Service of 5 to 8 students.

SMALL EQUIPMENT

Ladles	8 oz.	1
	4 oz.	1
	2 oz.	1
Measures	1 gallon	1
	½ gallon	1
	1 quart	1
	1 pint	1
	1 cup	1
Measuring cups (stacked)		1 set
Measuring spoons		2 sets
Pie knives		2
Utility knives		2
Slicing knives		2
Paring knives		4
Scoops	#20	2
	#16	2
	#12	2
	# 8	2
Rubber scrapers		2 large
		2 small
Spatulas		2
Small sandwich spreaders		2
Kitchen shears		1
Rolling pin		1 large
Small trays		4
Large trays		6
Food decorating set		1
Tongs		2 large
		2 small
Kitchen spoons		4 solid
		4 pierced
		4 slotted
Egg slicers		2
Turners		1 large
		2 small
Cake pans	12"x18"x2"	2
	18"x24"x2"	5
Pitchers		4
Strainers		1 large
		1 small
Colanders		1 large
		1 small

Whips		2
Cutting boards		3
Sifter		1
Skimmers		2
Peelers		2
Garnisher		1
Bottle openers		2
Melon ballers		2
Sauce pans	1½ qt.	1
	7 qt.	1
Square grater		1
Meat fork		1
Vegetable brush		1
Mixing bowls	4 qt.	4
Pastry brush		1
Scale		1

LARGE EQUIPMENT

Much of the large equipment will be a permanent part of the kitchen, if an existing area is to be used as the laboratory for the class. Pieces of large equipment which are needed to complete the lessons in the student manual include:

Small mixer
Food slicer
Food chopper
Steam kettle
Toaster
Can opener
Carts (at least one small and one large)
Tray stands - 2

VISUAL AIDS

Slides

1. Kansas State University
   Department of Industrial Engineering
   Manhattan, Kansas

   1. Frosting a Layer Cake
   2. Dipped Salad Assembly
   3. Portioning Cake
   4. Cutting A Two-Crust Pie
   5. Cleaning a Meat Slicer
   6. Portioning Pudding
   7. Making Meat Sandwiches
   8. Making Salad Sandwiches

2. "Food Handler Training"
   Bureau of Food & Drugs
   Missouri Division of Health
   Jefferson City, Missouri

   This set of 174 slides can be used to inform the food-service employee of his responsibility in protecting the consumer and to show him methods by which this can be done.

Filmstrips

1. "Modern Sandwich Methods for Quantity Food Service - 1968"
   American Institute of Baking
   400 East Ontario St.
   Chicago, Illinois

   (Also includes Manual)

2. "The Food We Eat"
   Media Services and Captioned Films
   Bureau of Education for the Handicapped
   U.S. Office of Education
   Washington, D.C.

3. "New Horizons in Food Service Careers"
   Prepared for The National Restaurant Association by
   H.J. Heinz Company

4. "The Cafeteria Worker"
   "The Waitress"
   "The Baker"
   Eye Gate House, Inc.
   146-01 Archer Avenue
   Jamaica, New York

Transparencies

1. "Training the Food Service Worker"
   Hospital Research and Educational Trust
   Chicago, Illinois

   A kit containing 30 transparencies. The transparencies were prepared to use in conjunction with the student manual entitled, BEING A FOOD SERVICE WORKER and the corresponding instructor's guide, TRAINING THE FOOD SERVICE WORKER.

2. Fruits and Vegetables
   Media Services and Captioned Films
   Washington, D.C. (address as above)

3. "Food Selection and Service"
   "Ways With Foods"
   "Interpreting A Recipe"
   "Fundamentals of Grooming"
   (Available as printed transparencies or masters to make your own.)
   3M Company
   Visual Products Division
   St. Paul, Minnesota

Miscellaneous

1. Food Exhibits
   Gillum Book Company
   Kansas City, Missouri

2. "Training Waitresses with Humor"
   (15 humorous black and white photos)
   Restaurant-Hotel Aids, Inc.
   Minneapolis, Minnesota

3. Hook 'n' Loop Board
   A special board developed with countless nylon loops which interlock with special nylon hooked tape. Nearly any size or shape object can be displaced on the board.

4. Flannel Board
   Many food exhibits are available for use on the flannel board. Teachers can make their own, simply by fastening pieces of felt to illustrations which they want to display.

REFERENCES

1. Better Homes and Gardens Dessert Cook Book
   Meredith Press
   Des Moines, Iowa 1962

2. Better Homes and Gardens Salad Book
   Meredith Press
   Des Moines, Iowa 1969

3. The Correst Waitress
   Susan M. Dietz
   Ahrens Book Co., Inc.
   New York, New York 1952

4. Food for Fifty - 4th Edition
   Fowler, West and Shugart
   John Wiley and Sons
   New York, New York 1961

5. Food Preparation for Hotel, Restaurants and Cafeterias
   Robert G. Haines
   American Technical Society
   Chicago, Illinois 1968

6. Food Service in Institutions - 4th Edition
   West, Wood and Harger
   John Wiley and Sons, Inc.
   New York, New York 1966

7. Food Service Manual for Health Care Institutions
   American Hospital Association
   Chicago, Illinois 1966

8. Food Service Sanitation Manual
   U.S. Department of Health, Education and Welfare
   Public Health Service Publication No. 934
   U.S. Government Printing Office
   Washington, D.C. 1962

9. From Hand to Mouth
   U.S. Public Health Service Publication 281
   Government Printing Office
   Washington, D.C. 1961

10. 48 Ways to Foil Food Infections
    Channing L. Bete Co., Inc.
    Greenfield, Mass. 1969

11. A Guide to Nutrition and Food Service
    U.S. Department of Health, Education and Welfare
    Public Health Service Publication No. 1309
    Washington, D.C. 1965

12. The Professional Chef - 2nd Edition
Culinary Institute of America, Inc.
Medalist Publications, Inc.
Chicago, Illinois 1969

13. Quantity Food Production - 2nd Edition
Lendal H. Kotschevar
John Wiley and Sons, Inc.
New York, New York 1966

14. Sanitary Food Service - Instructor's Guide
U.S. Department of Health, Education and Welfare
Public Health Service Publication No. 90
U.S. Government Printing Office
Washington, D.C. 1953

15. The School Lunch
Marion L. Cronan
Chas. A. Bennett Co., Inc.
Peoria, Illinois 1962

16. Training Food Service Personnel for the Hospitality Industry
U.S. Department of H.E.W., Office of Education
U.S. Government Printing Office
Washington, D.C. 1969

17. Understanding Foods
Lendal H. Kotachevar and Margaret McWilliams
John Wiley and Sons, Inc.
New York, New York 1969

EVALUATIONS

Weekly Evaluations

This evaluation is used to determine a student's practical performance for one week. Because much of the student's work is practical application, she should be given a weekly grade based on performance. A standard form should be developed for this evaluation.

The evaluation schedule given below is based on a five-point system. The highest possible average is 5 (A+). At the end of each week the student is given a card stating her grade for the week and comments concerning her work. Weekly evaluations can then be compiled for six-week and semester reports.

A. Quality of Work

Consider neatness, sanitary methods, thoroughness, and accuracy.

____ 5 points - Work is complete and accurate in every way; outstanding.

____ 4 points - Work is usually satisfactory with fewer errors than normally expected.

____ 3 points - Work is satisfactory most of the time.

____ 2 points - More errors are made than normal. Careless.

____ 1 point - Makes frequent errors. Work requires considerable correction.

B. Volume of Work

Consider the amount of acceptable work produced. Consider the speed with which work is done and any tendency to waste time.

____ 5 points - Work production is exceptionally well done.

____ 4 points - Does more than is normally expected.

____ 3 points - Work production and speed are satisfactory.

____ 2 points - Inclined to be slow.

____ 1 point - Works very slowly and work production is below standard.

C. Attitude Toward Others

Consider cooperativeness and ability to get along with coworkers, other personnel, other students, and supervisors.

____ 5 points - Always has a pleasant and cooperative attitude. Helpful and courteous. Adds favorably to the work of the group.

____ 4 points - Usually cooperative and gets along well with others.

____ 3 points - Prefers to be left alone; usually cooperative.

____ 2 points - Occasionally reacts uncooperatively towards others.

____ 1 point - Uncooperative and causes friction. Tends to irritate and antagonize others.

D. Attitude Toward Work

Consider interest in work, acceptance of less desirable aspects of the job, willingness to offer additional help.

____ 5 points - Works hard and well. Seems happy and interested in work.

____ 4 points - Usually works well and shows some enthusiasm.

____ 3 points - Interested in work at present.

____ 2 points - Sometimes shows lack of enthusiasm.

____ 1 point - Appears bored with work, unhappy, uncooperative, shows no enthusiasm.

E. Effective Use of Time

Consider organization of work, effective use of time and energy, and ability to adjust to changing conditions.

____ 5 points - Completes work in acceptable time and seeks additional tasks.

____ 4 points - Completes work in acceptable time and occasionally has time to complete additional tasks.

____ 3 points - Meats deadlines.

____ 2 points - Unable to meet deadlines because of poor use of time.

____ 1 point - Delays daily routine because of inability to meet deadlines. Cannot work under pressure.

F. Acceptance of Responsibility
Consider initiative and ability to proceed alone.

____ 5 points - Goes ahead on own in handling new situations. Supervision is seldom required in performing assignments. Follows established rules.
____ 4 points - Meets new situations with a minimum of advice. Little supervision required after new task is demonstrated.
____ 3 points - Proceeds alone in routine situations. Some checking is required to maintain satisfactory standards.
____ 2 points - Requires moderate instructions in routine situations. Moderate supervision for proper accomplishment of routine tasks and constant supervision for new assignments.
____ 1 point - Waits for directions in routine situations. Requires frequent supervision to accomplish daily tasks satisfactorily.

G. Personal Appearance
Consider personal cleanliness, grooming, and proper uniform.

____ 5 points - Exercises extreme care in grooming, dress and personal hygiene.

____ 4 points - Maintains a high standard in grooming, dress, and personal hygiene.
____ 3 points - Maintains acceptable standards in grooming, dress, and personal hygiene.
____ 2 points - Occasionally needs to be reminded to maintain acceptable standards in grooming, dress, and personal hygiene.
____ 1 point - Grooming, dress, and personal hygiene do not meet acceptable standards.

Evaluation Card

Student _____
Hrs. per Week ____
Marking Period No. ____

	1	2	3	4	5	6	Average
A. Quality of Work							
B. Volume of Work							
C. Attitude Toward Others							
D. Attitude Toward Work							
E. Effective Use of Time							
F. Acceptance of Responsibility							
G. Personal Appearance							
Weekly Average							
Period Average							

Comments:

Semester Evaluation

This evaluation is made at the end of each semester to note student progress. It is valuable in recalling past performance of individual students and the need for additional experiences in particular areas.

FOOD SERVICE

Name _____

Address _____

Birthdate _____

_____ Semester

	Not Performed	Introduced to	Needs More Experience	Experienced	Notes
I. Daily Routine					
1. Clean uniform					
2. Personal hygiene					
3. Follows rules of dress for work					
4. Hand-washing procedure					
5. Reads and follows work schedule					
II. The Dining Room					
1. Knows dishes, glassware to be used in setting the tables					
2. Knows correct handling procedures					
3. Knows flatware to be used					
4. Knows correct handling procedures					
5. Uses both hands when placing flatware					
6. Folds napkins correctly					
7. Correct placement of napkins, cloth and paper					
8. Correct placement of dishes					
9. Correct placement of glassware					
10. Straightens chairs without bumping or scratching table and chairs					
11. Cleans centerpieces					
12. Thoroughly cleans and fills sugar bowls and salt-pepper shakers					
13. Does not do excessive walking					
14. Keeps the cart near work					
15. Moves the cart carefully, not bumping furniture or people					

16. Follows sanitary procedures while working in the dining room
17. Does not waste time looking about or talking with others
18. Can accomplish duties in reasonable amount of time

III. The Kitchen: Food Preparation

1. Desserts
   - Gelatin
   - Pudding
   - Whipped toppings
   - Fresh fruit

2. Salads
   - Celery sticks
   - Carrot sticks
   - Other raw vegetables including garnishes
   - Lettuce
   - Tossed
   - Potato, macaroni
   - Molded, fruit
     vegetable
   - Meat, fish, or poultry
   - Fresh fruit

3. Sandwiches
   - Peanut butter (plain and jelly)
   - Sliced meat
   - Sliced cheese
   - Egg salad
   - Meat, fish or poultry salad
   - Hoagies

4. Miscellaneous
   - Box lunches
   - Cold plates
   - Quick breads
   - Cookies
   - Assist with meat and vegetable prep.

IV. The Kitchen: Food Portioning

1. Desserts
   - Gelatin with topping
   - Pudding
   - Fruit crisp
   - Custard or cream pie
   - Fruit pie
   - Cake

Canned fruit
Fresh fruit
Ice cream
Pastry

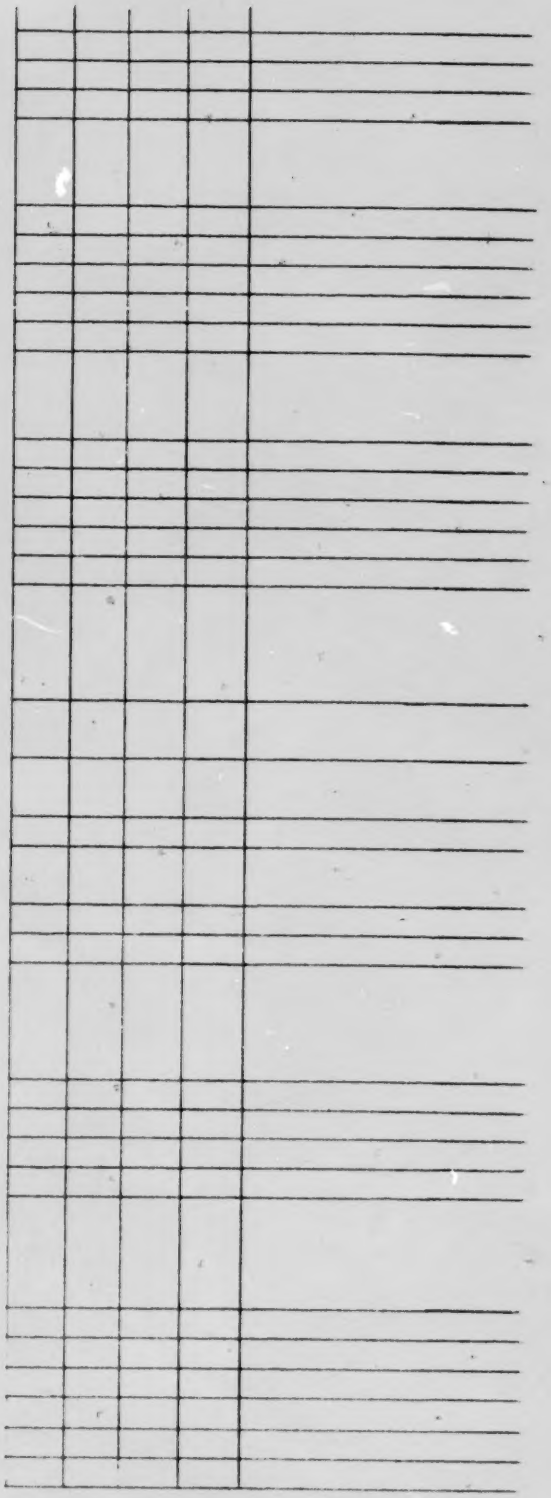
2. Salads
   Tossed
   Coleslaw, potato, macaroni
   Lettuce
   Molded
   Fruit or vegetable platter
   Main course

3. Other
   Breads
   Butter
   Condiments (sugar, salt & pepper)
   Jelly
   Entrees
   Catsup, mustard, etc.

V. Safety and Sanitation
1. Follows general rules
2. Cleans area in which has finished work
3. Watches where going when pushing carts
4. Does not become careless
5. Follows sanitary procedures in handling food and equipment
6. Body mechanics (lifting, etc.)
7. Fire safety

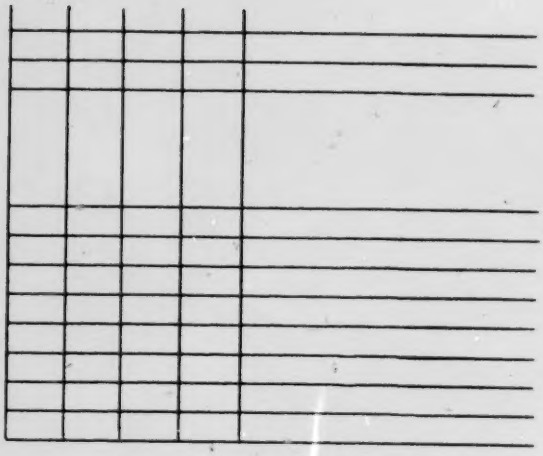
VI. Serving
1. Knows general rules for serving
2. Serves staff
3. Serves guests
4. Serves class - table service
5. Serves students - family style

VII. Use and Care of Large Equipment
1. Food slicer
2. Food chopper
3. Mixer
4. Toaster
5. Steam kettle
6. Refrigerator
7. Steamer



8. Potato peeler
9. Stove and oven
10. Meat tenderizer

VIII. General Knowledge - Theory
1. Reading work schedules
2. Reading menus
3. Abbreviations
4. Measuring
5. Weighing
6. Terms used in food service work
7. Small equipment
8. Large equipment
9. Reading and following recipes



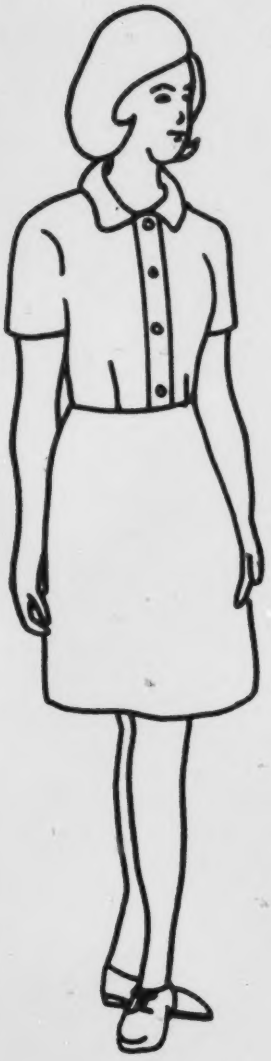
Teacher

MASTERS

FOR

OVERHEAD TRANSPARENCIES

THE FOOD SERVICE WORKER



Hairnet

Clean Uniform

Apron

Watch only

Stockings

Polished Shoes

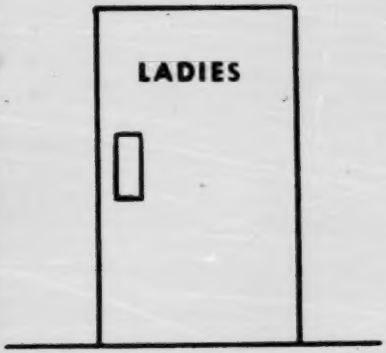
right

wrong

1-2

HANDWASHING

Before
starting work



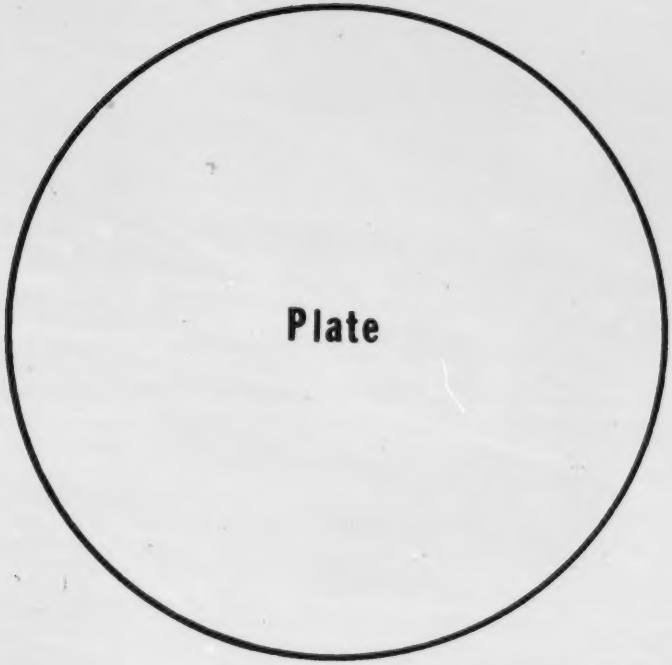
After
visiting rest room

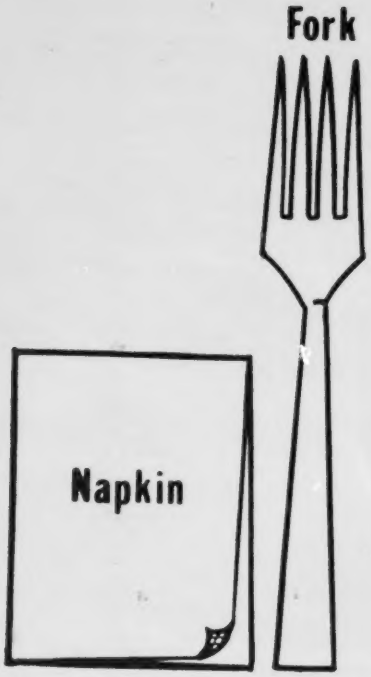
2 - 1

After
coughing or sneezing

After
smoking

3 SETTING THE TABLE




Fork
Napkin

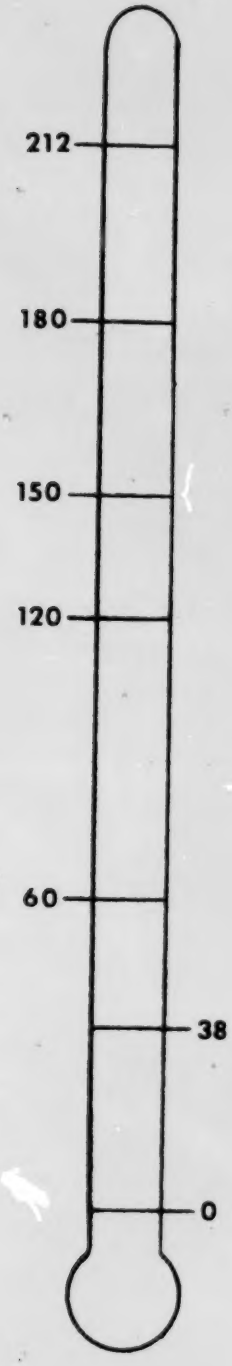
Knife
Teaspoon

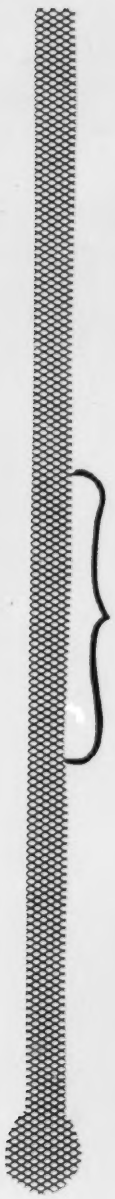
Glass

Saucer
Cup

Bread - Butter
Plate

TEMPERATURE





DANGER
Bacteria grows best

4 - 1

— Water boils

} Hold - Serve hot foods

HOT FOODS

Room temperature

Refrigerator — chilled foods

Freezer — frozen foods

COLD FOODS

4 - 3

5

SMALL EQUIPMENT · 1

utility knife

slicer

peeler

paring knife

whip

kitchen spoon

ladle

skimmer

strainer

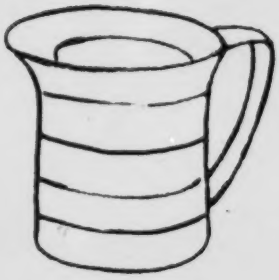
colander

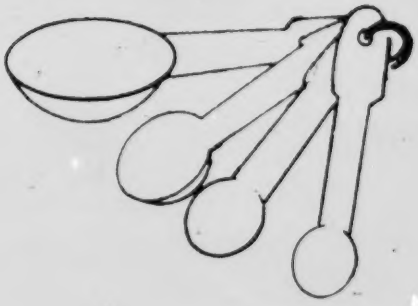
grater

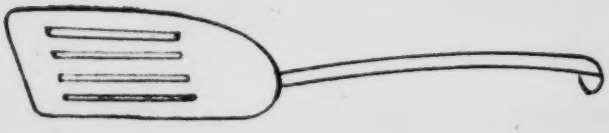
5-1

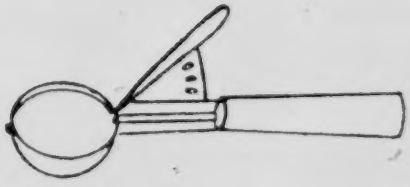
6

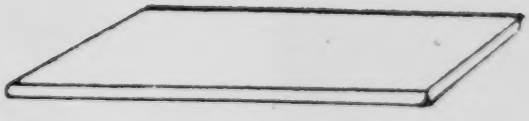
SMALL EQUIPMENT · 2











measure

measuring cups

measuring spoons

turner

scoop

rubber scaper

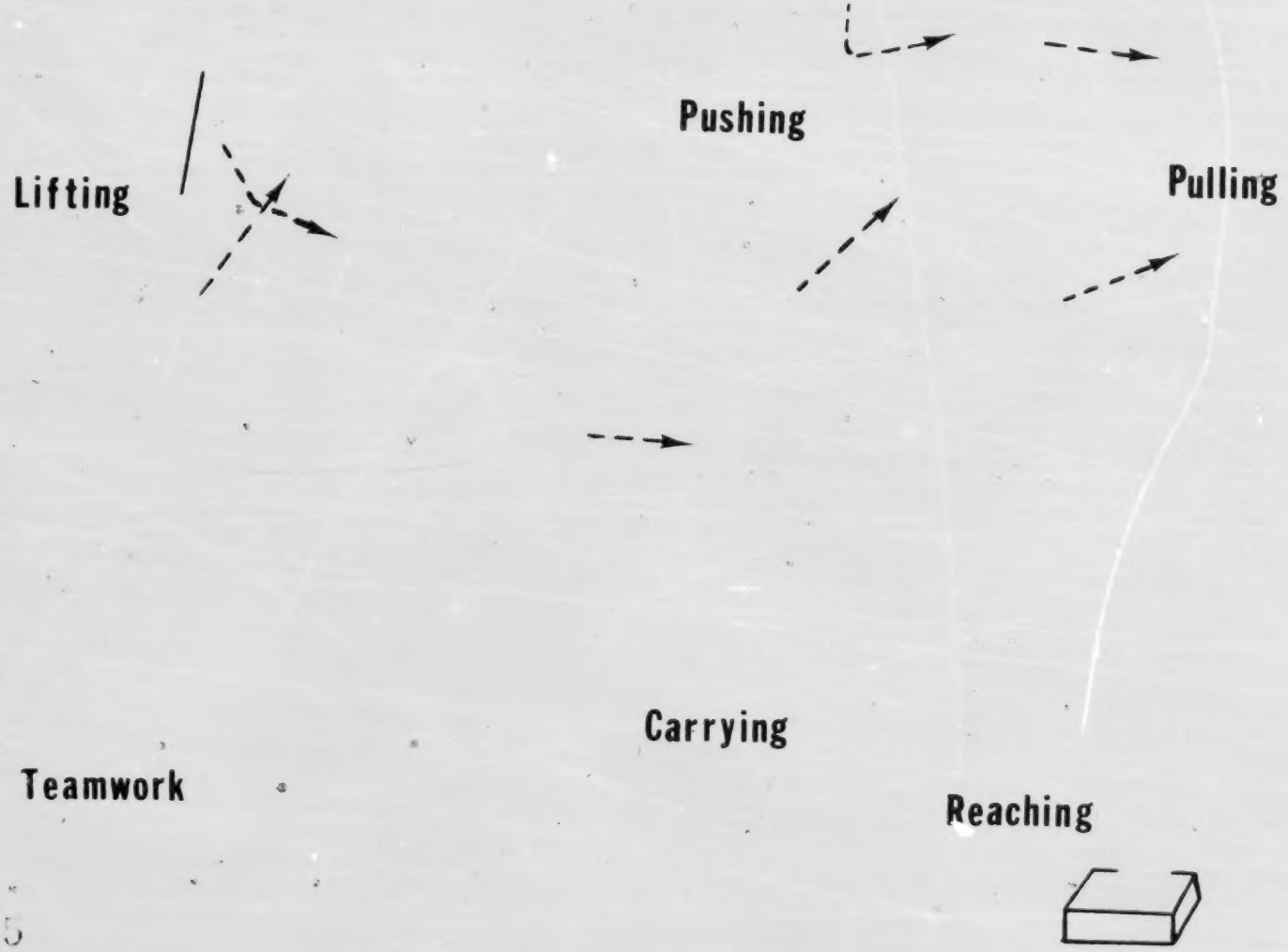
tongs

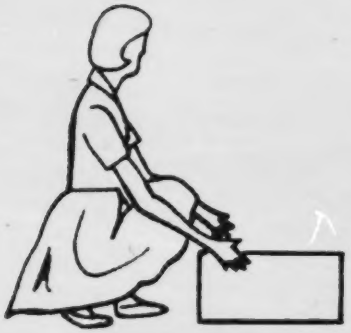
pie knife

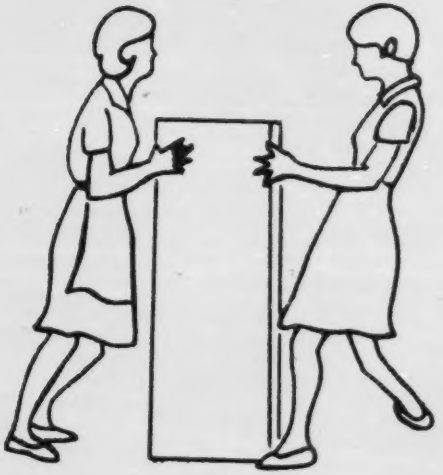
cutting board

6 - 1

7 MOVING SAFELY







7-1

8 TOOLS TO PORTION FOOD

SCOOP

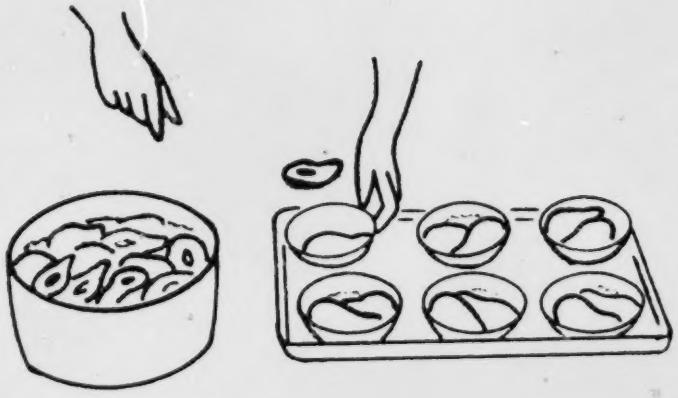
TONGS

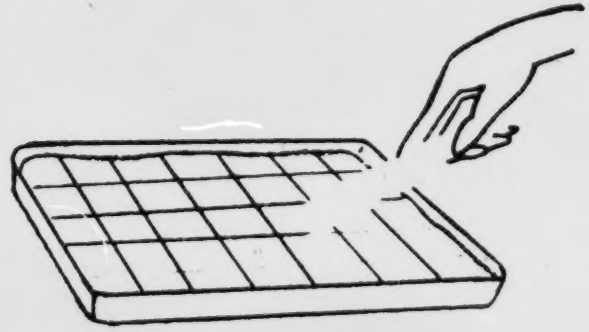
PLASTIC
GLOVES

KITCHEN SPOON

SPATULA

8

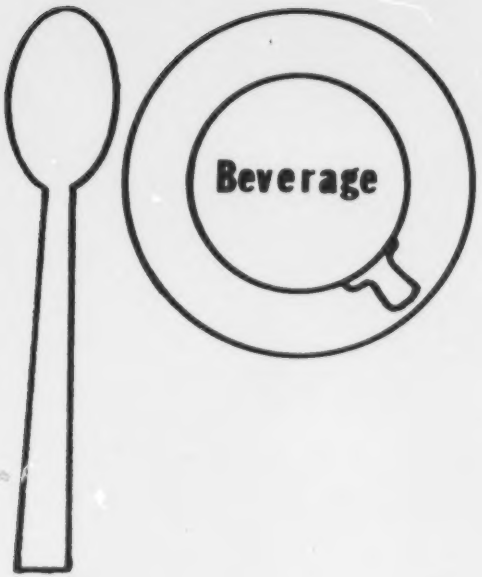




8-2

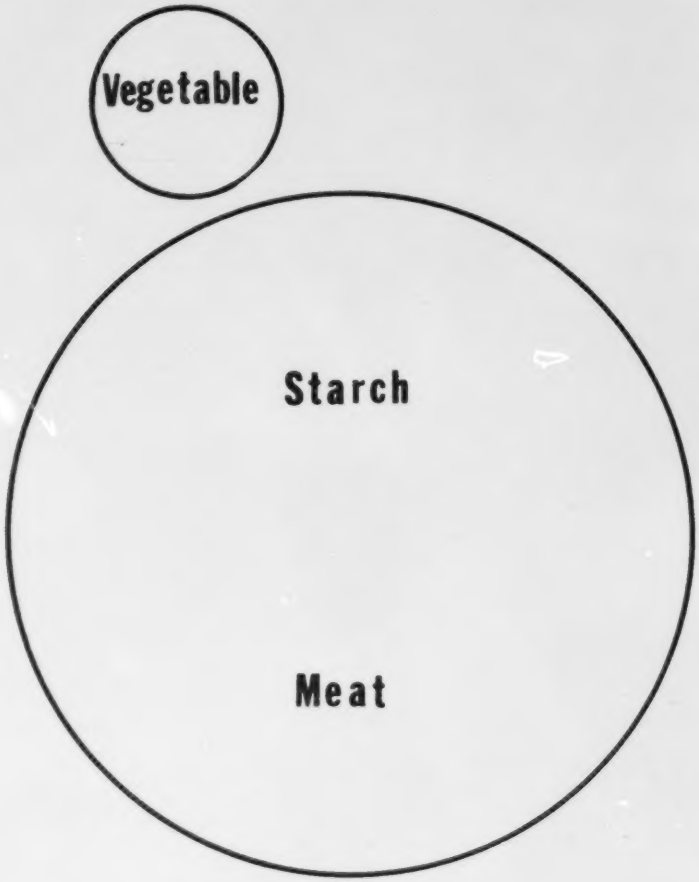
9

MEAL SERVICE



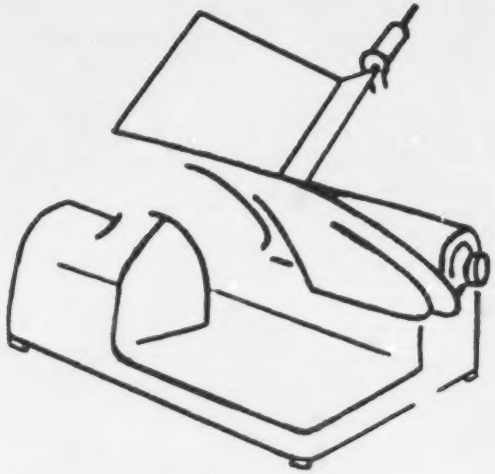
Bread
Butter

Salad

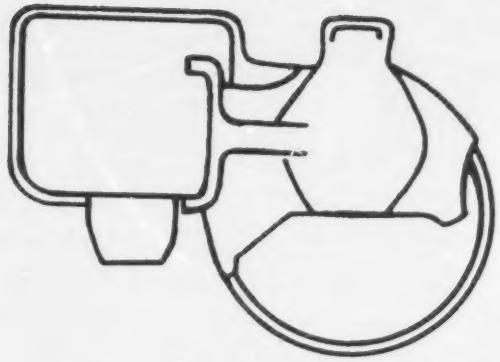

Vegetable
Starch
Meat

Dessert

10 LARGE EQUIPMENT SAFETY



FOOD SLICER

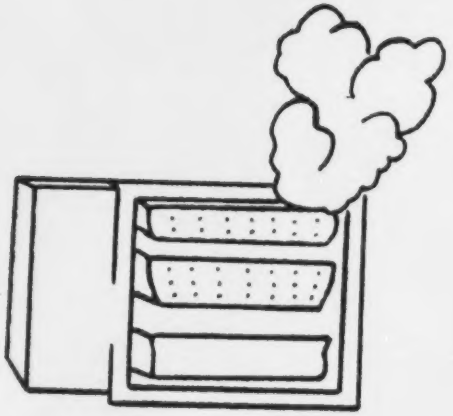


FOOD CHOPPER

STOP CUTS

BE SAFE

OVEN



STEAMER

TOASTER

STOVE

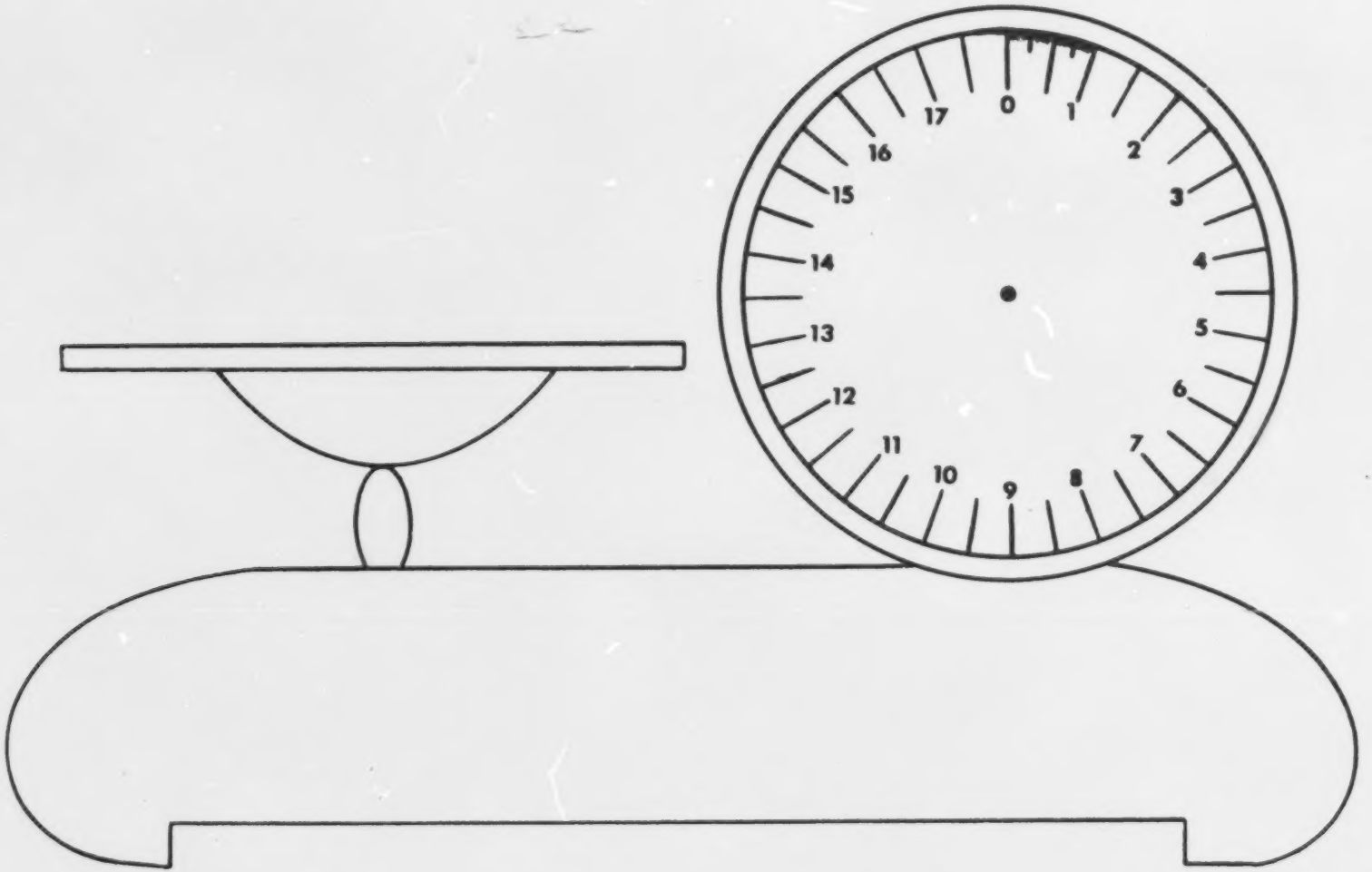
STEAM KETTLE

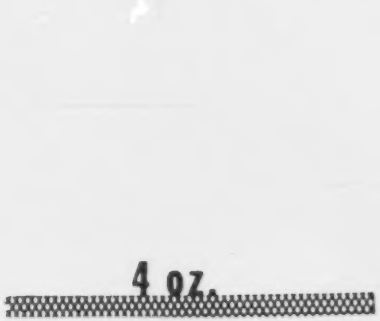
10-3

STOP BURNS

11

WEIGHING FOOD ON A SCALE

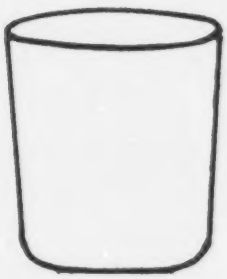



4 oz.

4 lb.

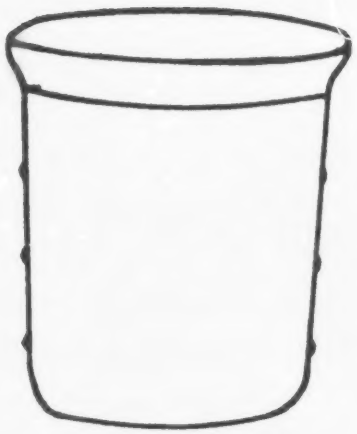
12 MEASURES

1 cup



½ pint

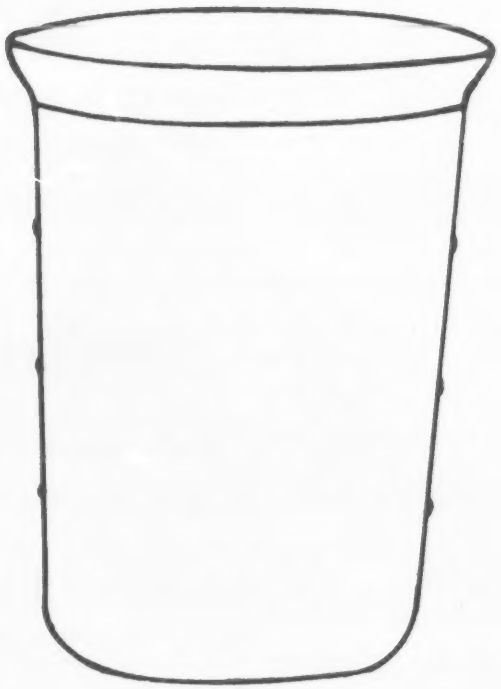
2 cups



1 pint

12-1

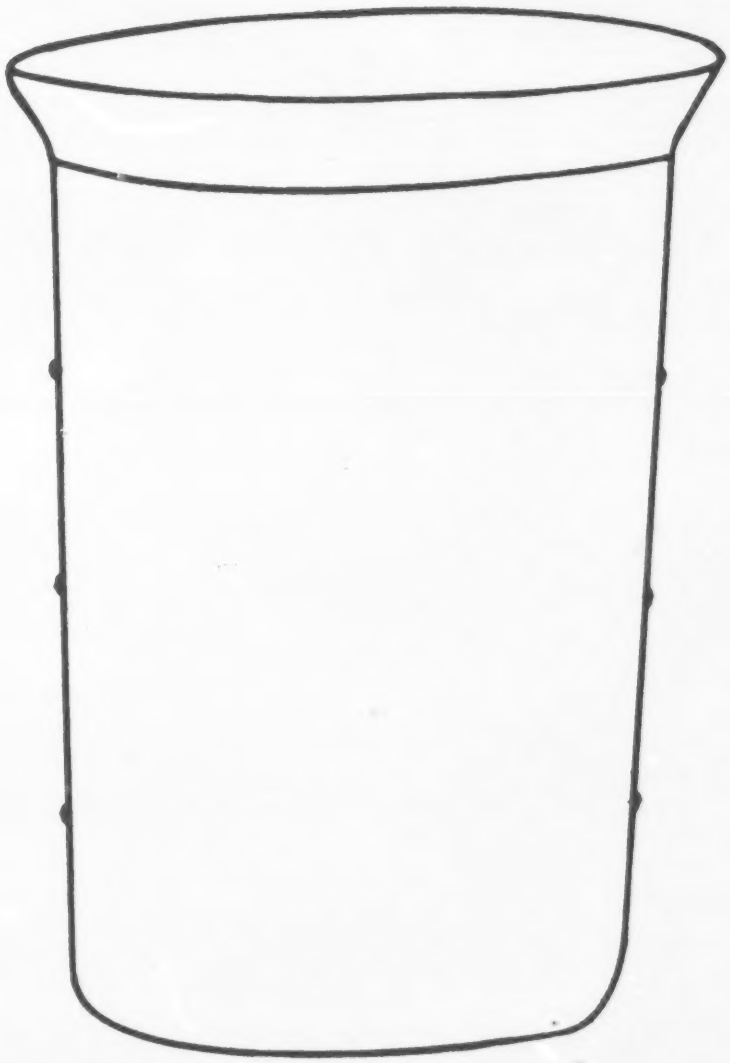
2 pints
4 cups



1 quart

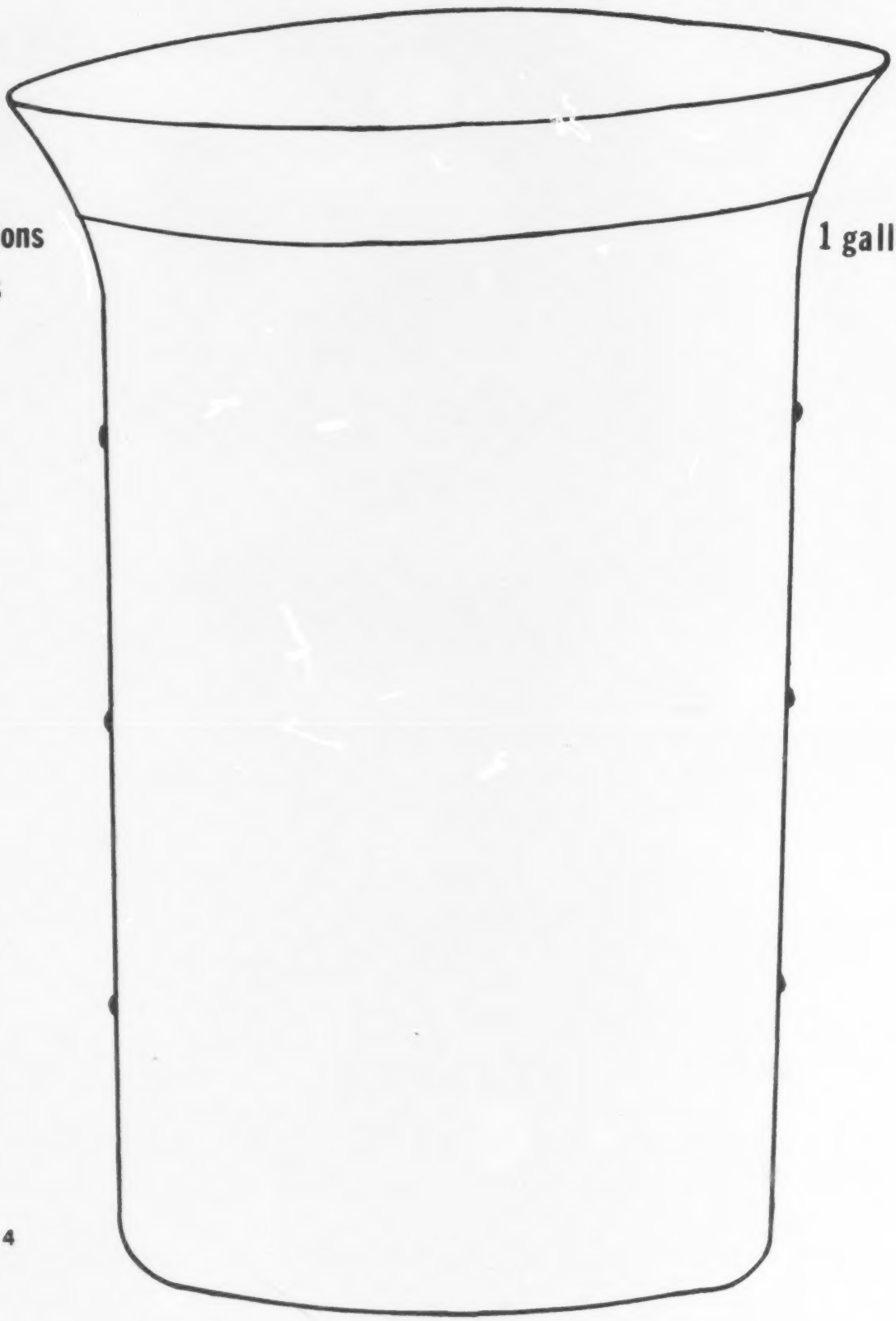
12 -2

2 quarts
4 pints
8 cups



½ gallon

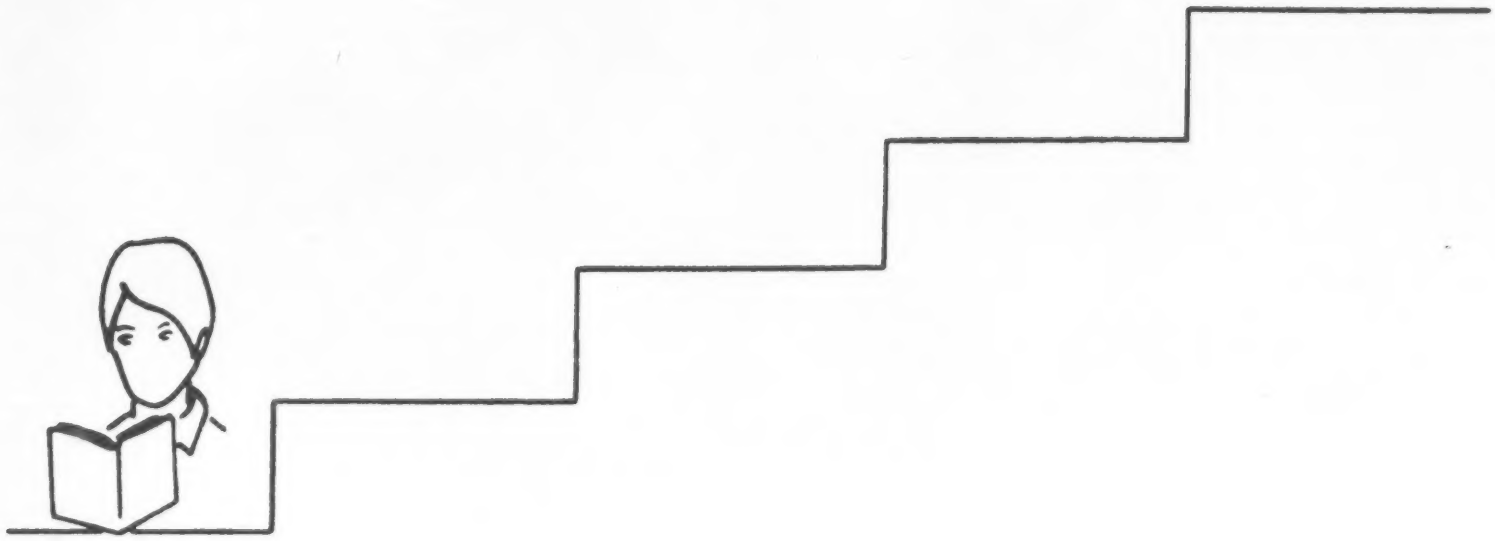
12-3



12-4

13

FOLLOWING A RECIPE



Read carefully

STEPS TO GOOD FOOD

get
Equipment

get
Ingredients

Measure correctly

Prepare

14

TASTING FOOD

1

Take sample
with first spoon.

2 **Put food in second spoon.**

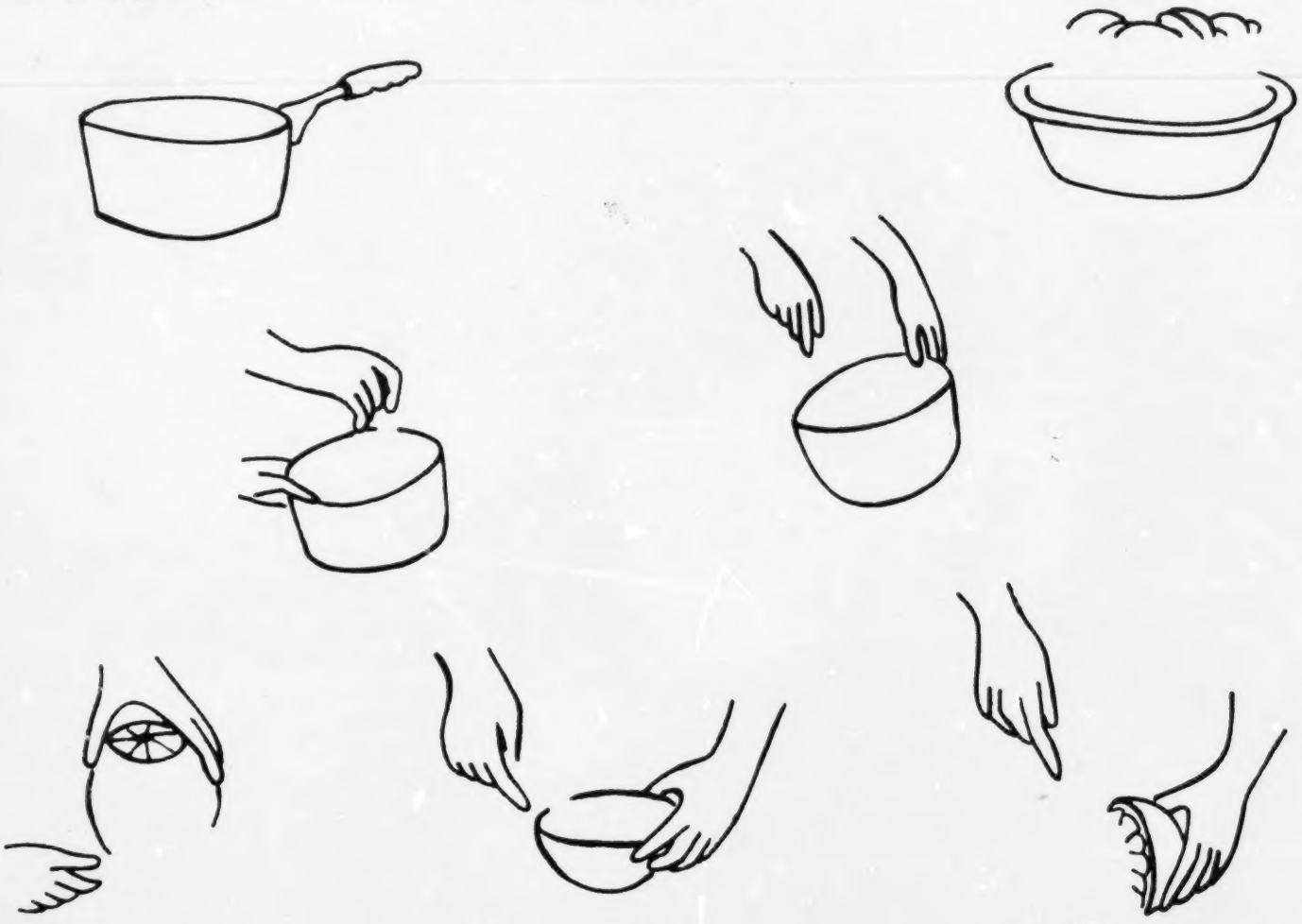
3

Move away from pan.
Taste.

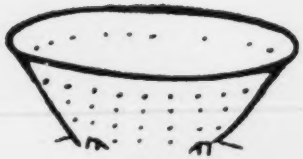
NEVER put second spoon in pan.

15

DESSERT PREPARATION



BOIL



DRAIN

MIX
or
STIR

FOLD

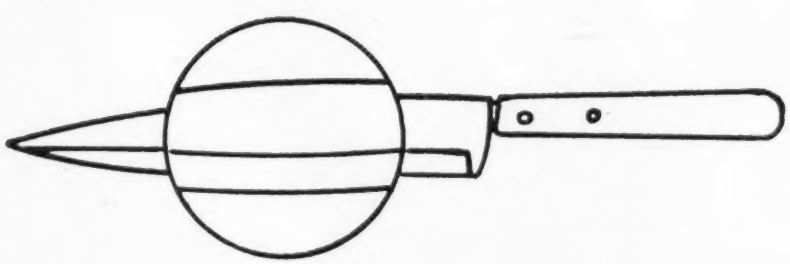
PEEL

SECTION

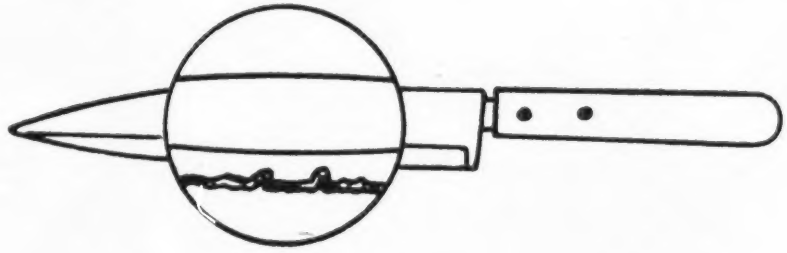
SLICE

16

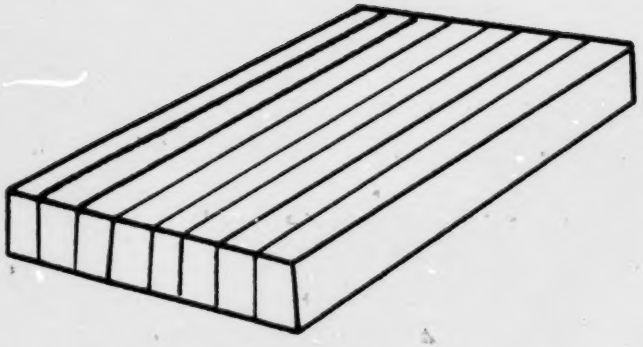
KNIFE SAFETY



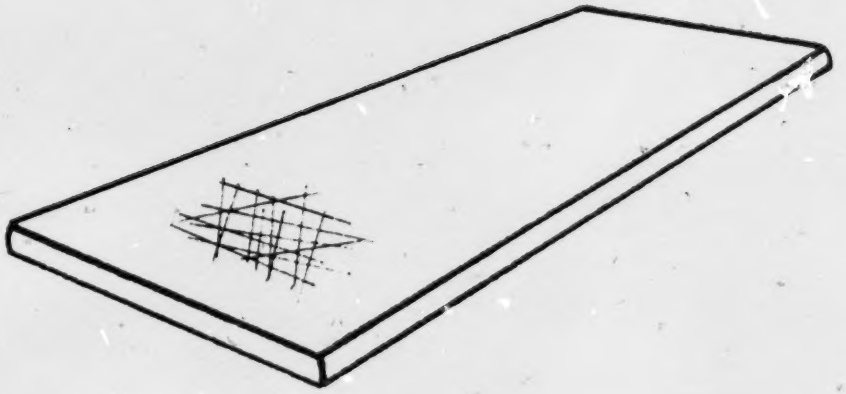
Sharp knife



Dull knife



RIGHT

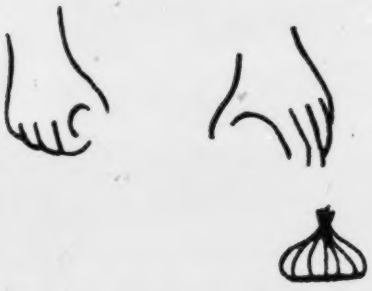


WRONG

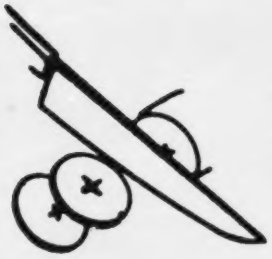
Cleaning the Knife

17

SALAD PREPARATION



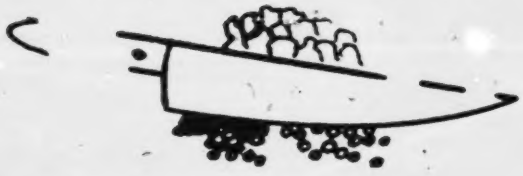
TOSS



SLICE

PEEL

SHRED
or
GRATE



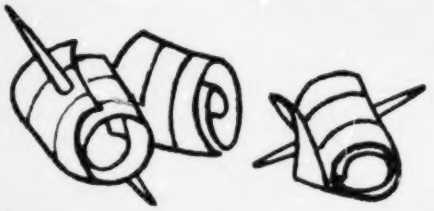
CHOP

CUBE

17-1

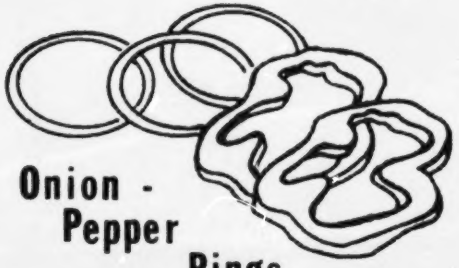
18

GARNISHES



Carrot Curls

Radish Flowers



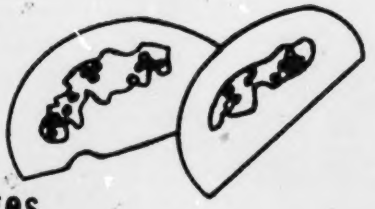
Onion - Pepper Rings

Parsley

Pickle Fans

Cherry Tomatoes

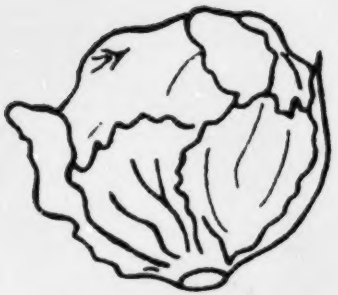
Cucumber Slices

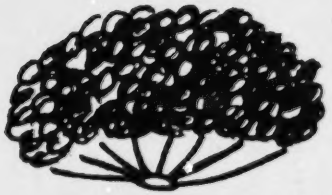


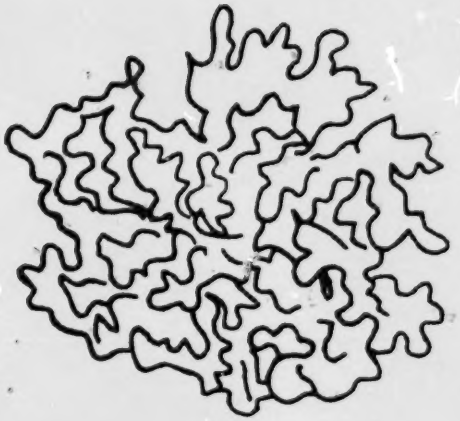
Tomato Wedges

19

GREENS







213

214

HEAD LETTUCE

CURLY ENDIVE

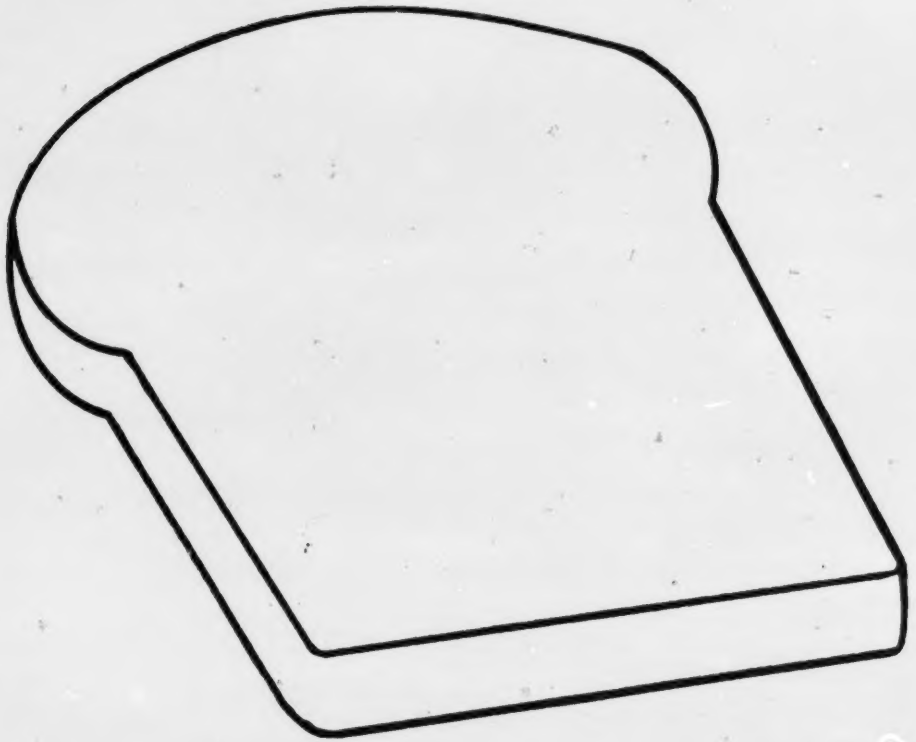
ROMAINE

LEAF LETTUCE

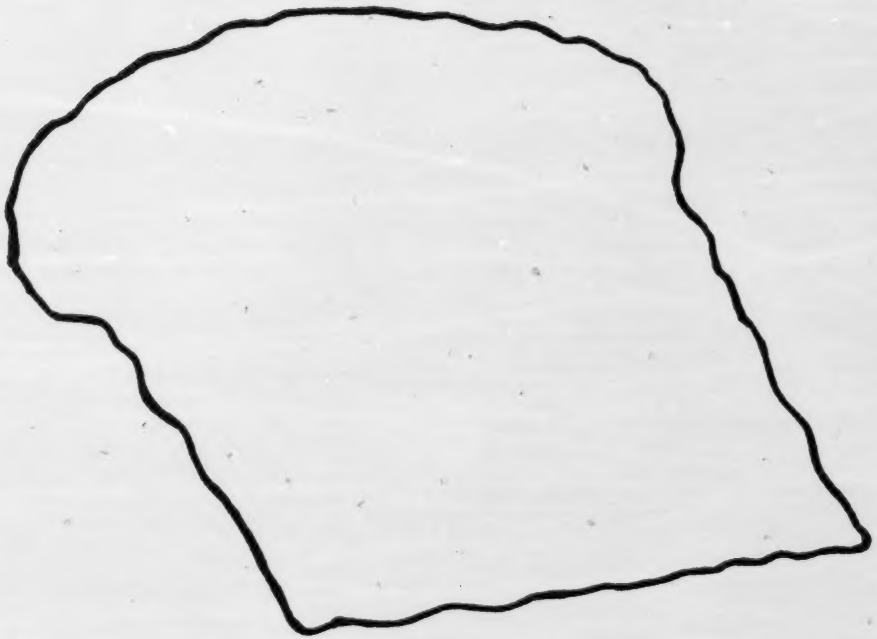
ESCAROLE

20

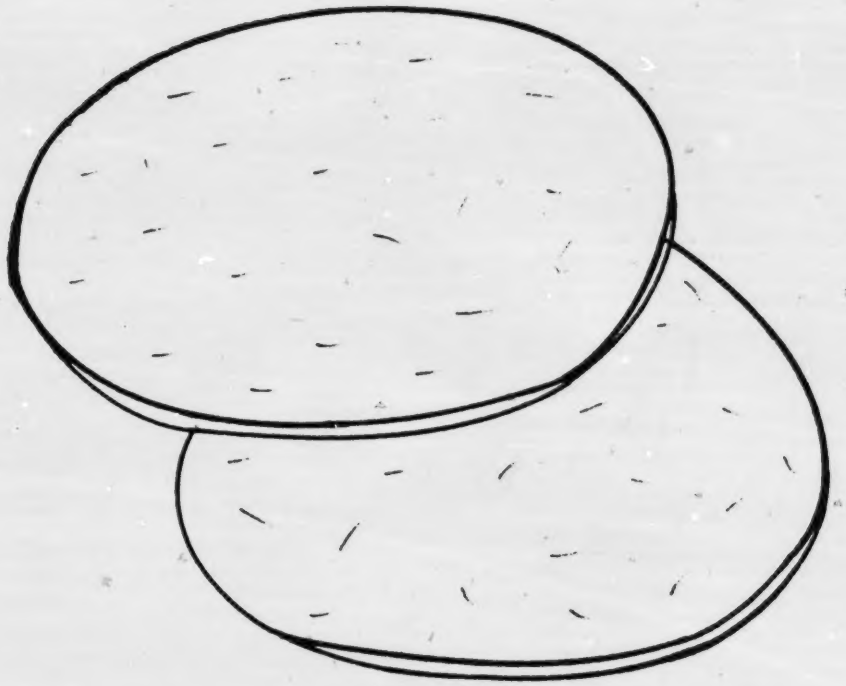
BUILDING A SANDWICH



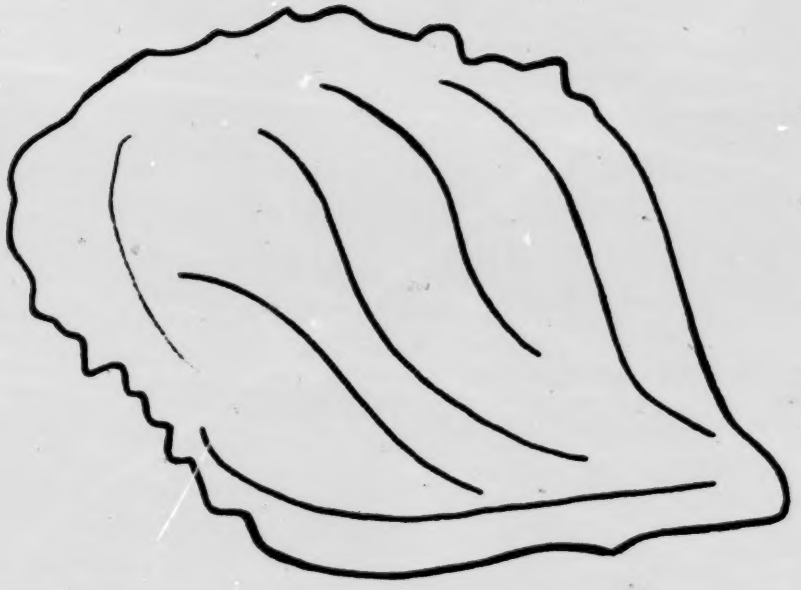
BREAD



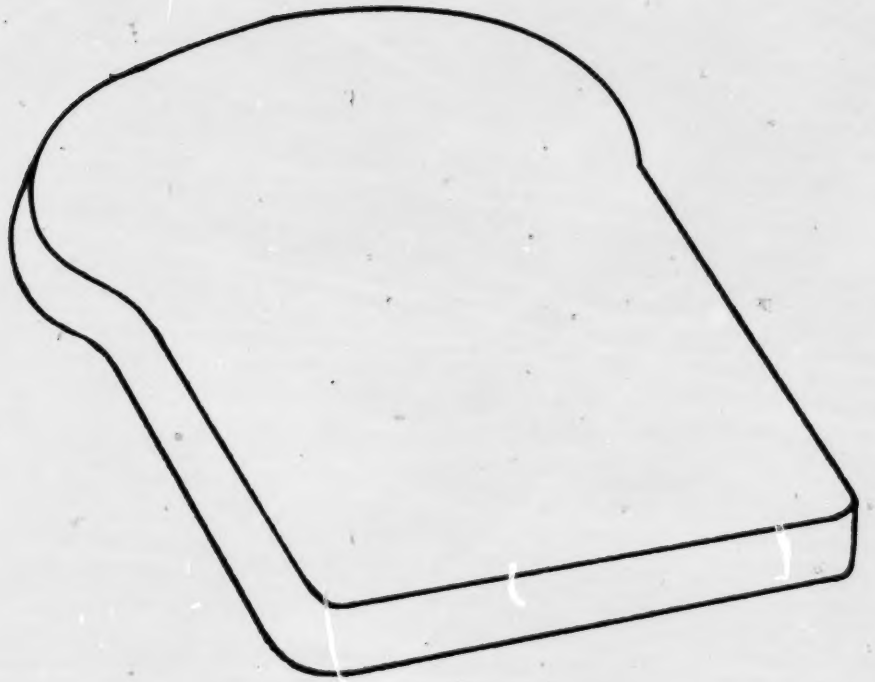
SPREAD



FILLING

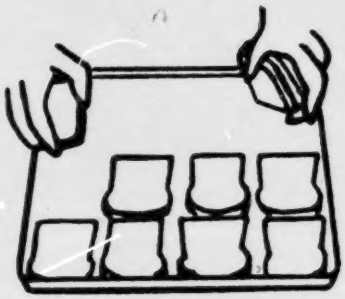


LETTUCE

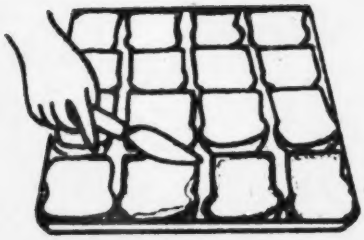


BREAD

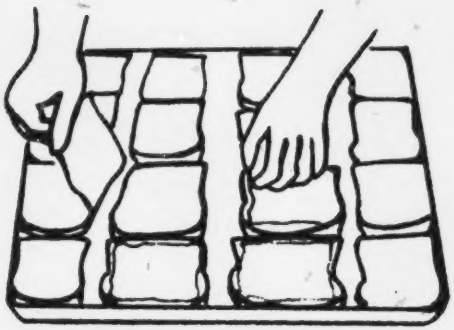
MAKING SANDWICHES



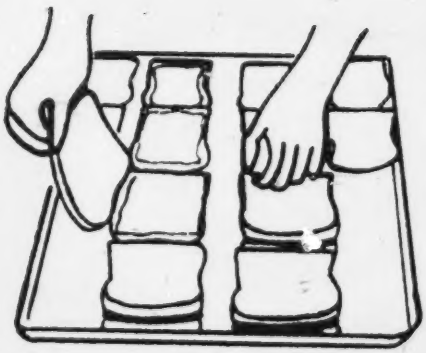
WORKER 1



WORKER 2



WORKER 3



WORKER 4